DOCUMENT RESUME

ED 261 969 SO 016 872

AUTHOR Hadd, Pauline, Ed.; And Others
TITLE [A Booklet of Teaching Activities about Japan.] Draft Copy.
INSTITUTION South Dakota Univ., Vermillion. School of Education.
PUB DATE Jul 82
NOTE 78p.; Developed by participants in the Global Education Project.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Art Appreciation; *Asian Studies; Communications; Cross Cultural Studies; Economics Education; Elementary Education; Folk Culture; Foreign Countries; *Foreign Culture; Geography; Global Approach; History; Instructional Materials; International Trade; Learning Activities; Transportation; Units of Study
IDENTIFIERS *Japan

ABSTRACT

Designed to assist elementary teachers in developing global understanding among their students, this publication contains a collection of activities for teaching about Japan. Material is divided into sections on the Japanese people and way of life, arts, natural features, economy, and transportation and communication. The 25 lessons include studies of the average Japanese house, celebrating the New Year, sports, Japanese writing, folk songs, folktales, haiku, origami, the fishing industry, and foreign trade. Each lesson plan includes an introduction, objectives, grade level, time needed, materials, procedure, follow-up activities, evaluation methods, extension activities, and credits. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED261969

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

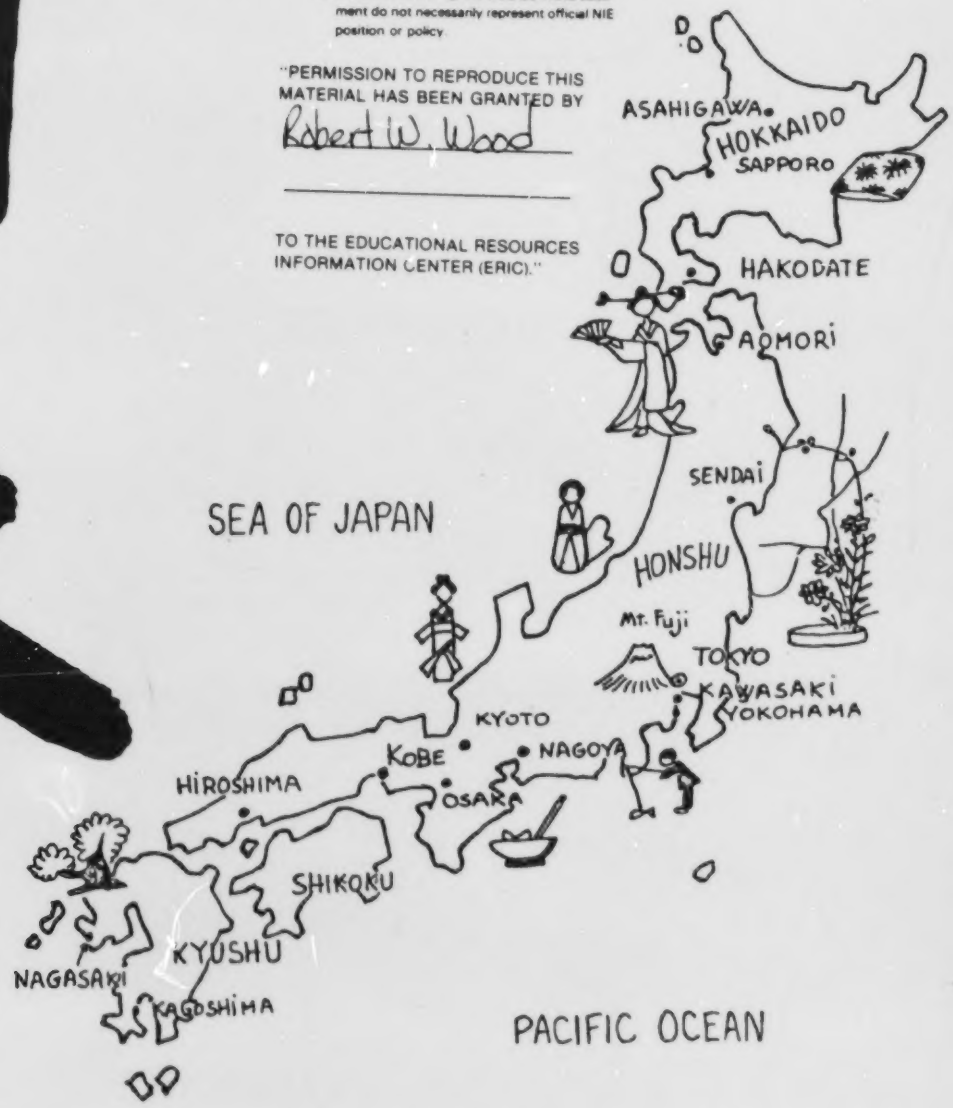
☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert W. Wood

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

日本



[A BOOKLET OF TEACHING ACTIVITIES ABOUT JAPAN]

Developed by Participants
in the Global Education Project
The University of South Dakota
July, 1982

SO 016 872

DRAFT COPY

BEST COPY AVAILABLE

PREFACE

This booklet is devoted to the teaching of Japan in the elementary schools. Readers will find specific teaching activities centered around themes that were selected by members of a Global Education Workshop sponsored by the School of Education at the University of South Dakota. The selected activities provide enrichment ideas which will help the students and teachers develop a better understanding of Japan.

We must make our elementary students aware of the importance of Japan in the world community and also its importance to the state of South Dakota and contiguous states. Next to Canada, Japan is our second largest trading partner. We must educate our children that it is becoming increasingly clear that we are as dependent on others as they are upon us.

It is our hope that this booklet will help teachers and students alike to gain a clearer perspective of Japan and to motivate them to pursue more opportunities to learn about Japan.

Pauline Hadd
LaVonne Walter
Elizabeth Wood
Editors

Robert W. Wood
Global Education Project Director

TABLE OF CONTENTS

I. People and the Way of Life

The Average Japanese House
Can you Read a Face?
Celebrating New Year's with Kit Flying
Likenesses and Differences
Population Density in Japan
Sports in Japan
That's About the Size of It
Writing Japanese

II. Arts

Folk Song
Folktales
Fun at the Festival
Haiku
Japanese Art
Origami

III. Natural Features

Map Activities for a Study of Japan
Japan's Rivers and Lakes

IV. Economy

Agriculture in Japan
Japanese Foreign Trade
Japan's Natural Resources
Modern Fishermen and Ancient Fishermen
Production and Specialization
The World's Eastern Giant

V. Transportation and Communication

Communication Destination: Japan
Transportation and Communication
Transportation in Japan

Resource Participants

Shigeru and Kazuko Kaneko
of Tokyo, Japan

TITLE: The Average Japanese House

INTRODUCTION: A general description of a Japanese house is given to the students. Through the completion of a word puzzle they are guided in the selection of significant details which are intended to become the basis for further discussion and investigation.

OBJECTIVES:
To provide a basis for discussion
To encourage further inquiry on the part of the students
To develop such concepts as "traditional" and "western"
To present a picture of an average Japanese home

GRADE LEVEL: 3-6

TIME: 45 minutes

MATERIALS: A short article on the average Japanese house and a copy of the word puzzle for each student (see attached sheets).

PROCEDURE:
Step 1. Make a list of questions which the students have concerning a Japanese house. Then list other questions the students have about Japan.
Step 2. Give each student a copy of the article and allow time to read it.
Step 3. Ask the students to turn the article over and distribute the puzzle.
Step 4. Give the directions for completing the puzzle: Each word in the puzzle is the missing word in the sentence with the corresponding number. After five minutes the students may refer back to the article to find the correct word.
Step 5. Go through the puzzle with the students and discuss the significant points and vocabulary.
Step 6. Ask students to make three lists: a) what they like about a Japanese house, b) how a Japanese house is like their house, and c) how a Japanese house is different than their house.

FOLLOW UP:
1. Suggest and/or develop with the students other activities which they can do to gain information about Japanese homes.
2. Have students select an activity to complete individually.

EVALUATION: The activity will be evaluated informally on the basis of student involvement in other activities and student interest in learning more about Japan.

FURTHER SUGGESTIONS: In addition to student activities, bring in resource people from the community and use films, filmstrips, and slides. Display Japanese articles brought by students, teacher, and other staff. Encourage outside reading of fiction, biography, etc., based on Japan.

SOURCE: See attached article and puzzle.

DEVELOPED BY: Carol A. Anderson

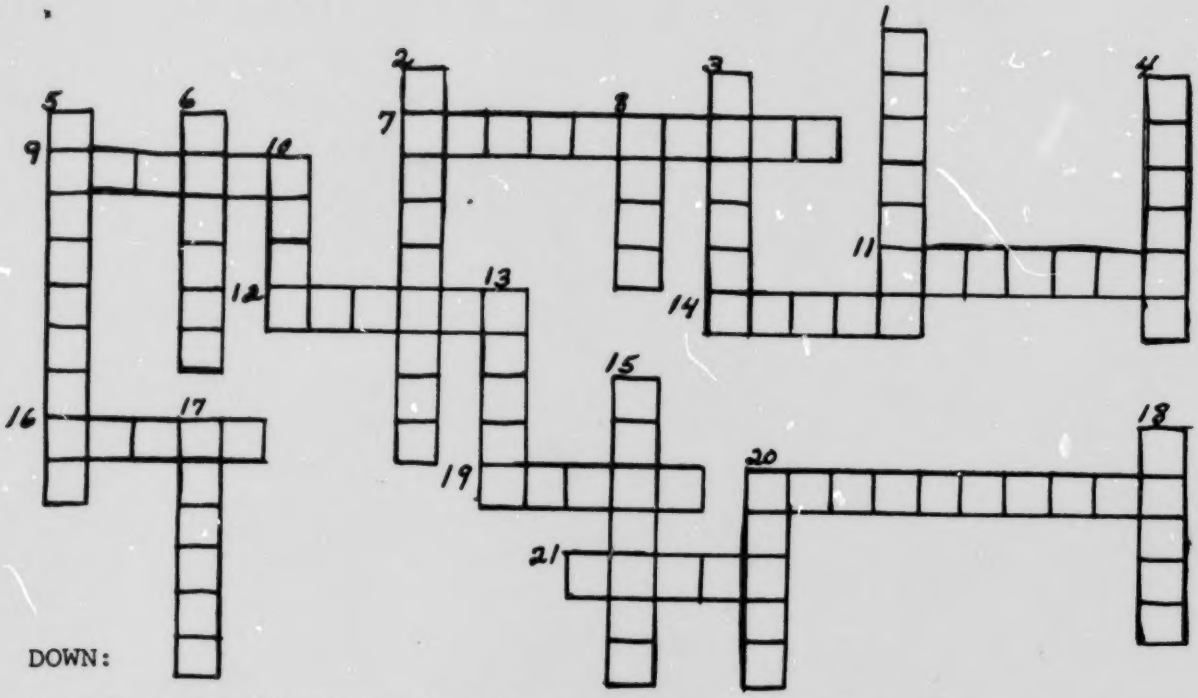
THE AVERAGE JAPANESE HOUSE

Today an average Japanese house may have a combination of traditional and western features. Since it is an island country the climate of Japan is very damp or humid. Instead of basements the houses are built off the ground leaving a space for the air to circulate underneath. They also have large windows that can be opened to let the air blow through.

In a Japanese house the room size can be quickly changed by sliding panels made of wood and paper into different positions. The panels are used as walls, windows, and doors. Rooms can be used in many ways; for instance, a sitting room during the day, a dining room for meals, and a sleeping room at night. Thick tatami mats made of straw cover the floor. Since these mats can be used for sitting or sleeping they must be kept clean. This is the reason the people do not wear shoes in the house.

Most Japanese houses are smaller than the average house in our country, which makes it necessary to use the rooms in so many difierent ways. The country of Japan has a population that is about one half the size of the United States. They live in an area about the size of our state of California. Because land is so limited houses in Japanese towns and cities are often very close to each other. In cities many Japanese families live in apartments (Olson, 1982).

Olson, Tazuko N. The Child's Cultural Awareness. The Social Studies, January/February 1982.



DOWN:

1. In Japan the houses have large _____ to let in air.
2. Japanese houses have no _____.
3. Japan has about half as many people as the _____ States.
4. One room in a Japanese house may be used as a sitting room, a _____ room, or a sleeping room.
5. In Japan houses are built off the ground to allow air to _____ underneath.
6. _____ mats are made of straw.
8. The floors are covered with _____.
10. The climate in Japan is very _____.
13. People do not wear _____ in a Japanese house.
15. Most houses in Japan are _____ than the average American house.
17. Sliding panels make it easy to _____ room sizes.
20. Since the mats are used for sitting or sleeping they must be kept _____.

ACROSS:

7. In Japanese cities many people live in _____.
9. Japan is an _____ country.
11. Today Japanese homes have many _____ features.
12. Sliding _____ are made of wood or paper.
14. Sliding panels are used for walls, _____, and windows.
16. Tatami mats are about two inches _____.
18. The article tells about the average house in _____.
19. Japan is about the size of _____.
21. Houses in Japanese towns and cities are often placed very _____ to each other.

DIRECTIONS: Each word in the puzzle is the missing word in the sentence with the corresponding number. Fill in the puzzle by printing the word which correctly completes the sentence in the space provided.

TITLE: Can You Read A Face?

INTRODUCTION: Choose five students and have them illustrate the following expressions: anger, happiness, sadness, surprise, and no expression at all. The class should try to guess what emotion they are showing.

OBJECTIVES:
To increase student empathy and awareness that different cultures have different meanings for the same physical act (facial expressions and the smile, as example).

GRADE LEVEL: 4-6

TIME: 45-60 minutes

MATERIALS: Copies of the short skit for two students

PROCEDURE:

Step 1. Read the article "The Japanese Smile" written by Masuhara Yoshihiko (See attached sheet).

Step 2. The rest of this article (Courtesy of Bungei Shunju) is used as a little skit with two people.
Japanese person: "What I'm driving at is that at such moments you Westerners would show frustration, right? Since you normally get lots of practice keeping your faces expressive, you can do it instantly."
American person: "I get it now. I've noticed when I watch pro baseball on TV that the Japanese players smile when they strike out, and I never understood how they could smile at a time like that. Now I realize they were't smiling at all."
Japanese person: "Right. That's absolutely right. And the foreign players act angry when they strike out. We Japanese always wonder who they're angry at."
American person: (Smile) "I guess it's just a cultural difference."

Step 3.
a. Divide the class into small groups of from three to five students. Each group will write a short skit in which a definite expression is appropriate.
b. During the presentation of the skit the characters will remain expressionless.
c. The audience will determine the proper American expression.
d. The characters in the skit will respond accordingly as they read the skit again.

FOLLOW UP: Study facial expressions of Japanese people by viewing slides, filmstrips and pictures from any source. Invite a community resource person to visit the classroom and share information on Japan.

SOURCES: Japan Echo Volume VIII, Number 2, 1981.

DEVELOPED BY: Sarah Jane Alver

The Japanese Smile

by

Masuhara Yoshihiko

The smile has been analyzed over and over again by philosophers and psychologists, but no definitive explanation has emerged. One reason may be that what is or is not to be smiled at varies in different cultures - something that permits a smile in one society does not in another. We Japanese can't quite figure out the smiles of foreigners, while foreigners in their turn appear to find the Japanese smile eerie. We often hear of misunderstandings arising from a smile.

Have you ever, for example, witnessed this scene? As the bell rings to signal the train's departure, a man comes charging down the stairs to the platform. But bad luck; the doors slam shut in his face and the train leaves without him. Caught in such a situation, most Japanese will grin, which seems to strike Westerners as incomprehensible.

"In the West a man would beam if he managed to get aboard but would stamp his feet in frustration if he didn't make it. How come the Japanese smile?" An American posed me this question, and I was at a loss for an answer that would satisfy him. I decided, as usual, to reply with a paradox. "But he wasn't smiling at all."

At this the American raised his eyebrows in surprise.

"Look," I began, "the standard expression of the Japanese face is expressionlessness. Allowing emotions to come to the surface is all fight for small children but ill bred in an adult. Japanese people consider remaining as expressionless as a no mask the modest thing to do."

The phrase "expressionless as a no mask" had come to me unbidden, and I must admit I was pleased with myself. It certainly was an apt comparison. All sorts of masks are used in no-the OKINA (patriarch), the old man, women, men-some 60 basic types, they say and each with some sort of expression. The HANNYA (she-demon) mask, for example, has the expression of a woman crazed with jealousy. Thus, it is incorrect to say that the masks are expressionless; instead we should say that they have fixed expressions.

Then there is the HITAMEN (direct mask), referring to the face itself, unshielded by any mask. Zeami, the great master of the no in the fourteenth and fifteenth centuries, called this "using your own face as a mask." Thus in no, unlike Western drama, the facial expression is fixed even when no mask is worn. Since there is no change in expression, the face appears to be expressionless.

This kind of expressionlessness is like a plain piece of cloth-patternless but not colorless. It is in this sense that the standard Japanese expression is expressionlessness. Westerns have a pattern of expressions, which they change moment by moment to indicate joy, sorrow, anger, and other emotions. And not only the face but the whole body is used to show emotion. The Japanese, however, get by with a single, "monochrome" face.

Take a funeral, for example. Westerners put a real effort into showing their grief, while we Japanese remain expressionless. If, on such an occasion, we run into an old friend we haven't seen for 10 years, the sudden rush of nostalgia dissolves our expressionlessness and our faces show something that is very nearly a smile. The stress that has made our faces expressionless is relaxed, so that we appear to smile.

The same expression is seen on mental patients: Since they cannot assume an expressionless look, they seem to be grinning. And not only mental patients. Even an ordinary man returning home a little tipsy will stand in front of a mirror and, making sure that there is no one around, stick out his tongue, make faces, and grin. (It's quite true; everyone does it.) This is how we relieve the stress brought on by keeping our faces expressionless.

"Now do you see? That fellow who failed to make his train wasn't really smiling. As he ran down the stairs to the station platform he was keeping his face expressionless. If he had made the train, he would probably have been able to maintain this expressionlessness. After all, he would have had no need to smile at those around him, and therefore his normal, everyday expression - expressionlessness - would have sufficed.

"But when the doors slammed in his face, he was suddenly unable to decide what expression to assume. Taken aback for a moment, he allowed the stress in his face to relax, and in that instant of relaxation his expressionlessness dissolved and he appeared to be smiling."

TITLE: Friends Are Fun The World Over
Celebrating New Year's with Kite Flying

INTRODUCTION: There are many time-honored customs in Japan. Some customs observed during the Japanese New Year are:

1. Pine and plum branches and bamboo shoots decorate the home in the hope they will bring the inhabitants a long life.
2. "Strong Ties" are symbolized by the hanging of a twisted rope decorated with oranges, which symbolize generation to generation; fern leaves are added to suggest expanding prosperity.
3. Adults stay up for the watch night gong, which is sounded 108 times to rid them of the 108 human weaknesses described in Buddhist teachings.
4. "HATSUMODE" Early in the morning people customarily pay their first visit of the year to their shrines or temples to pray for happiness, good health, prosperity, etc. for the coming year. Meiji Shrine is the most popular shrine in Tokyo.
5. Special foods that may be served are: sweetened and spiced "sake" called Toso. Rice cakes called "Zoni" are cooked in elaborately prepared soup.
6. "Kakizome" Literally, the first handwriting of the year is performed on January 2. The theme for "Kakizome" contests at most middle and high schools are usually related to some New Year's event or resolution.
7. Many of the girls dress in beautiful kimonos.
8. In the afternoon boys fly kites and girls play battedore (like badminton but without a net). Large scale kite (8 m long by 7 m wide) flying contests and kite fights are held in many parts of the country. These require teamwork by hardy, coordinated men. Kites with specially treated strings are maneuvered so that one's own strings cut the opponent's kite strings.

OBJECTIVES:
To learn that festivals are an important element in the lives of people the world over.
To learn that the most important holiday in Japan is New Year's Day. It is the most joyous and most solemn for the entire nation.
To be aware that kite flying has traditionally been an important part of the Japanese New Year's festivities.

GRADE LEVEL: 3-6

TIME: 45-60 minutes

MATERIALS: Display pictures representing the holiday. Tissue or wax paper, straws, string, tape and colored marking pens.

PROCEDURE:

Step 1. Discuss New Year's Day and present symbols. Decorate room to suit the holiday.

Step 2. Introduce what a Tetrahedral kite is. (See attached sheet)

Step 3. Decorate tissue paper with symbols or Japanese designs.

Step 4. Fly kites or tie them to the light fixtures until the weather is more suitable.

FURTHER SUGGESTIONS: The students may wish to study the following twelve national holidays of Japan. Holidays are not observed on a Sunday. They are observed on the following Monday.

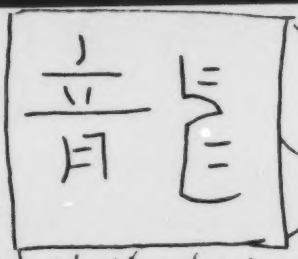
Jan. 1	"Ganzitsu" or New Year's Day
Jan. 15	"Seijin - no-Hi" or Adults' Day. This is the day dedicated to the nation's youths aged 20.
Feb. 11	"Kenkoku Kinen-no-Hi" or National Foundation Day.
Mar. 3	"Hina Matsuri" Special doll festival for girls
Mar. 21 or 22	"Shumbun-no-Hi" or Vernal Equinox Day. This day is set apart to promote the love of nature and all creatures who are a part of it.
Apr. 29	"Tenno Tanjo-Bi" or the Emperor's Birthday.
May 3	"Kempo Kinen-Bi" or Constitution Memorial Day.
May 5	"Kodomo-no-Hi" or Children's Day or Boy's Festival.
Sept. 15	"Keiro-no-Hi" or respect for the Aged Day.
Sept. 23 or 24	"Shubun-no-Hi" or Autumnal Equinox Day. This day is set apart for ancestor worship.
Oct. 10	"Taiiku-no-Hi" or Sports Day.
Nov. 3	"Bunka-no-Hi" or Culture Day. This day is set aside to foster the love of freedom and peace as well as the advancement of culture.
Nov. 15	"Shichi-Go-San" or the "Seven-five-three Festival". To express thanks to the deities and to pray for future blessing. Girls of seven, boys of five, and three-year old children of either sex are taken to local shrines by their parents.
Nov. 23	"Kinro Kansha-no-Hi" or Labor Thanksgiving Day.

SOURCE: A Bird's Eye View of Japan by Japan Travel Bureau, 1982.

DEVELOPED BY: Ann Lea Niedert

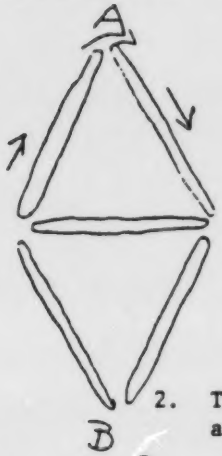
4200-D88135-3/82

Dragon

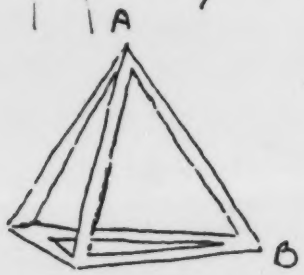


TETRAHEDRAL KITES

1. Put six straws together as shown using either thread and/or scotch tape. The sixth causes some interesting discussions on network problems.



2. The sixth straw may go at A or B.

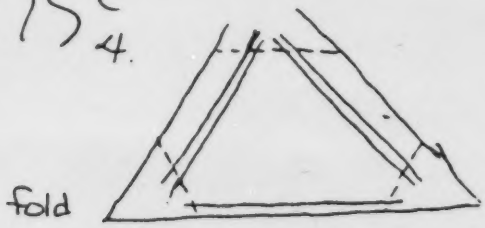


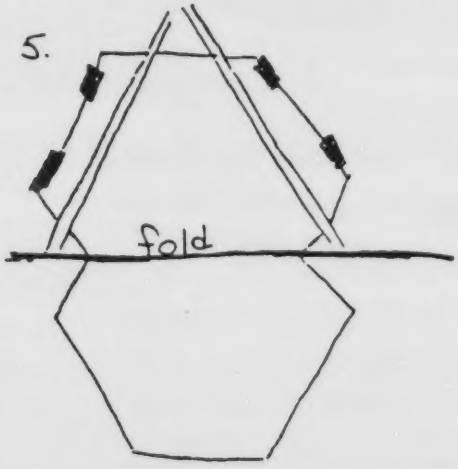
3. Complete the single cell. You may wish to deal with the tetrahedron as a member of the five regular polyhedra.

4. Place the tetrahedron on <u>doubled</u> waxed paper. Cut a pattern. Truncate the corners.

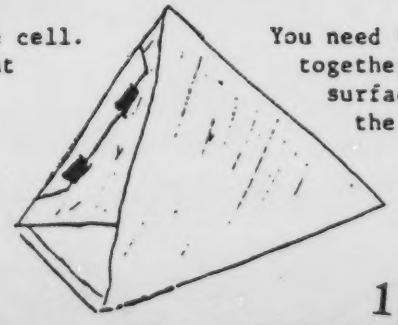
5. Using about one inch pieces of tape, attach paper to tetrahedron.

   Flip cell over and attach paper to second side.





6. You have now completed one cell. You need three more.
   The four cells are then put together to form a large tetrahedron.
   Make sure the waxed paper surfaces all face the same direction.
   You are now ready to fly the kite. Attach a kite string at A.



TITLE: Likenesses and Differences - They're O.K.

INTRODUCTION: People in different parts of the world have customs and traditions which are handed down from one generation to the next, and are thousands of years old. It is important for students to realize that even though some of these may seem strange, this is only because we are not used to them.

OBJECTIVES:
To develop the ability to see similarities and differences between the Japanese culture and our culture.
To understand that strange things and different ideas may seem funny or frightening because we aren't used to them.

GRADE LEVEL: 3-4

TIME: 45-60 minutes

MATERIALS: Drawing paper, crayons, and filmstrip: Young People of Japan or a similar filmstrip.

PROCEDURE:
Step 1. Have each child draw a self-portrait with special emphasis on size, color of hair and eyes, freckles, any distinguishing features.
Step 2. Exhibit the drawings and discuss the likenesses and differences between individuals. Discuss likenesses that are not shown in the drawings; same grade, same holidays, same basic needs: food, shelter, clothing, etc. Establish the idea that many of our likenesses come from our customs, traditions, climate, and our environment. Discuss differences that are not shown in the drawings; favorite sports, games, foods, pets, etc.
Step 3. Depending on time, this step could be a second class period.
Show the filmstrip.
Step 4. Discuss the customs of the Japanese. Have children relate our customs to similar customs in Japan.

FOLLOW UP: Assign students research projects investigating the customs in other countries.

SOURCES: KT 741, filmstrips and cassettes (6), Learning Resources Laboratory, USD. Japan - A Changing Nation, Teaching Resources Film, Bedford Hills, New York, 1972.

DEVELOPED BY: Suzanne Grizzell

TITLE: Japanese Population Density

INTRODUCTION: This activity is intended to help the student understand the significance of Japan's relatively high population density along with some related implications. A world map drawn according to the specifications of a Mercator projection can provide a graphical representation of the relative positions of the world's land and water masses as well as the political boundaries of nations. A disadvantage of this learning aid is the gross inaccuracy of the relative sizes of land areas nearer the polar extremities. Quantitative data giving the land areas and populations of various nations can be listed to show relative comparisions of population densities. Many students, however, fail to establish meaningful comparative relationships from the abstractness of lists of quantitative data alone. Through this activity the learner will convert quantitative data to graphical representations showing comparisons of land areas of selected countries and comparisons of populations of selected countries. The land area and population of Japan are compared with selected countries, revealing the relatively high population density of Japan. Related implications are the potential development of food shortages in Japan and the Japanese focus upon an economy with an industrial base.

OBJECTIVES:
To better understand Japan's relatively high population density
To compare graphically the land area of Japan with the land areas of the United States, Russia, China, Australia and Canada
To compare graphically the population of Japan with the populations of the United States, Russia, China, Australia and Canada
To discuss the implications of a relatively high population density toward national concerns such as food shortages and industrial development

GRADE LEVEL: 5-6

TIME: 45-60 minutes

MATERIALS: Each student should have two sheets of graph paper (1/4 inch squares).

PROCEDURES:
Step 1. Students locate in classroom resource material the populations and land areas of the following countries: Japan, United States, Russia, China, Australia, and Canada.

Step 2. With hand-held calculators students divide each land area by 35,000 to determine number of square units on graph paper which will represent graphically the land area of each selected country. (Japan = 4, Russia = 246, United States = 105, Australia = 85, Canada = 110, China = 105)

Step 3. In order to provide data which the hand-held calculator can accommodate, divide each population by ten before it is entered into the calculator (most populations are given to nine places and many calculators are limited to eight places). With the hand-held calculators students divide each population by 350,000 to determine number of square units on graph paper which will represent graphically the land area of each selected country. (Japan = 33, Russia = 76, United States = 63, Australia = 4, Canada = 6.8, and China = 267)

Step 4. On graph paper students mark off two areas for each country, one representing graphically comparative land areas and the other representing graphically comparative populations.

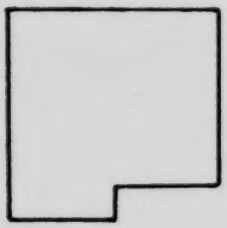
Step 5. When each student has represented on graph paper the relative sizes of land areas for each of the six countries and the relative sizes of populations for each of the six countries, it is an opportune time for several discussion questions such as the following: In comparing land areas, which country is the smallest? The land area of Australia is approximately how many times larger than the land area of Japan? (85 ÷ 4 = 21) The population of Japan is how many times the population of Australia? (33 ÷ 4 = 8) If the population per square mile is measured (population density), then Japan's population density of 811 compares with Australia's population density of 4.9. Thus, taking into account the land area of each country, Japan has a population per square mile more than 165 times greater than Australia. Does this mean that Australia can support a population 165 times as great as its present population? Why or why not? How can Japan support so many people within a relatively small land area?

SOURCE: World Almanac (populations of selected countries, land areas of selected countries), World Map (study relative sizes of countries).

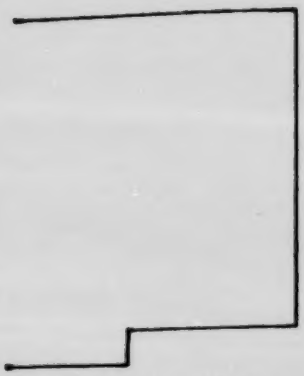
DEVELOPED BY: Dody Eicher

GRAPHICAL COMPARISONS OF LAND AREAS AND POPULATIONS OF JAPAN AND OTHER SELECTED COUNTRIES

Japan - land area*

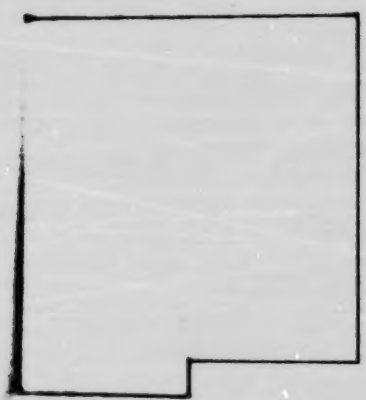


Japan - population**

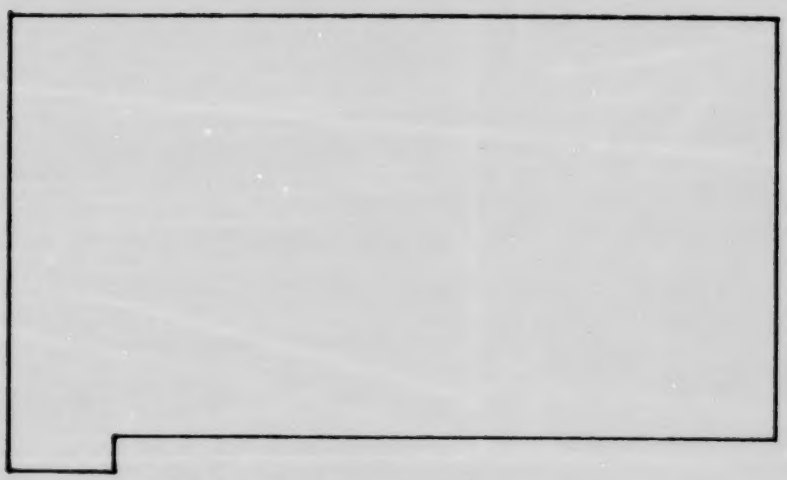


Australia - land area *

Australia - population**



China - (P.R.C.) land area *



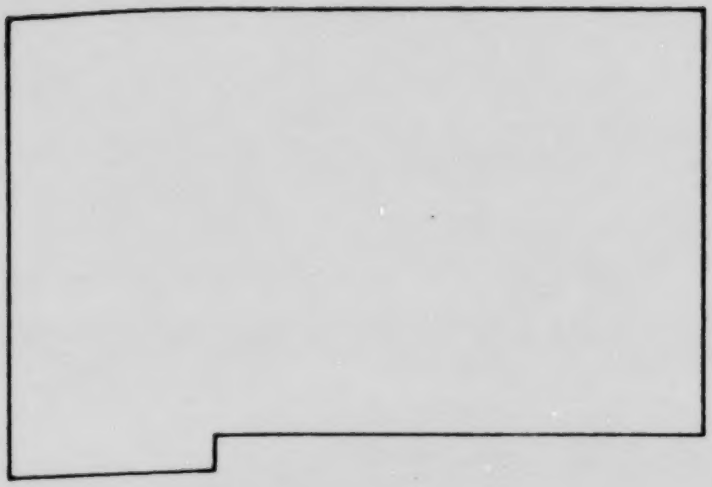
China (P.R.C.) - population **

* Each square equals approximately 35,000 square miles.

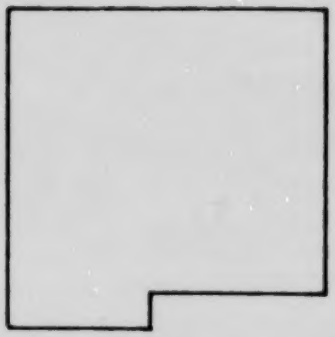
** Each square equals approximately 3.5 million persons.

BEST COPY AVAILABLE

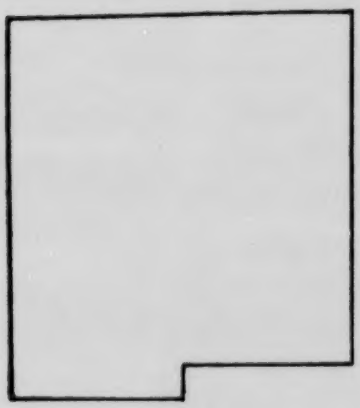
Russia (U.S.S.R.) - land area *



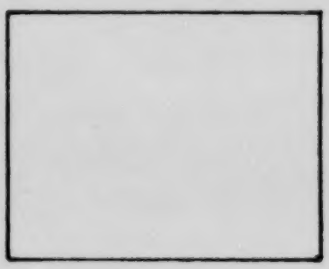
Russia (U.S.S.R.) - population**



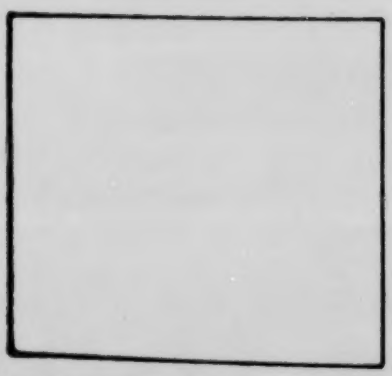
United States - land area *



United States - population**



Canada - land area *



Canada - population**

BEST COPY AVAILABLE

* Each square equals approximately 35,000 square miles.

** Each square equals approximately 3.5 million persons.

TITLE: Sports in Japan

INTRODUCTION: The sports of a country can be very revealing in relation to the customs and values of the people. The Japanese are deeply involved in sports both as participants and spectators. Through a brief activity on sports it's hoped the students will gain a better understanding of Japan and its people.

OBJECTIVES:
To gain knowledge about the sports of Japan
To gain insight into how sports reflect the people themselves
To realize the similarities between people in different countries

GRADE LEVEL: 4-6

TIME: 45-60 minutes

MATERIALS: Answer guide supplied by Mr. Shigeru Kaneko
Filmstrip No. 4 from Introduction to Japan by Edwin O. Reischauer
Hand outs as a format discussion
Variety of books dealing with sports of Japan

PROCEDURE:
Step 1. Number off by fives and designate groups. Each group will select a sport of Japan to research. Allow thirty minutes.
Step 2. Hand out discussion format
Step 3. Allow ten to fifteen minutes for groups to fill out hand outs on the topic they researched.
Step 4. Select a spokesperson from each group and share the information agreed upon by each of the groups.

FOLLOW UP: Study more about Japan's sports. Invite a resource person to discuss the martial arts.

SOURCES: Master Keys on Japan; J. Weston Walch, Publisher, Portland, Maine. Introduction To Japan; Edwin O. Reischauer; Harvard University Press, Cambridge, Massachusetts.

DEVELOPED BY: Ken Bonte

NAME _____ DATE _____

SPORTS IN JAPAN

The Japanese people are deeply involved in sports, both as participants and as spectators.

Describe three of the major Japanese sports in the spaces provided. You might explain how this sport is played, how the Japanese train for the sport, something of the sport's history, its popularity, and other facts that are of interest.

Sumo wrestling is Japan's oldest sport and one of the most popular.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

Martial-arts sports are extremely popular in Japan. Name one such sport and tell about it.

1. _____

_____

2. _____

3. _____

_____

4. _____

5. _____

Baseball is a popular sport exported from the United States to Japan. Compare Japanese baseball with its counterpart in the United States. Tell how baseball in Japan is like baseball in the United States and how it is different.

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

The Japanese enjoy other sports as well as the three you have just covered. List at least five more sports that the people of Japan enjoy.

1. _____

_____

2. _____

_____

3. _____

4. _____

5. _____

6. _____

ASSISTING ANSWERS

Sumo (Classical Wrestling)

1. Dates back to the 8th century
   Many of the original customs survive today
   Purification rights
   Clothing size
2. A national sport and also a professional one
3. There are six 15 day tournaments held each year.
4. Takamiyama from Hawaii is the most famous Sumo wrestler.
   He lived in Japan for twenty years and then became a Japanese citizen in 1980.
5. Highly popular sport (nationally honored)
   Televises well (the goal is obvious)
   200 kilograms in weight (up to 540 pounds)
   The fundamental techniques are:
   a. Oshi - Handpushing
   b. Tsuki - Thrusting
   c. Yori - Body pushing
   d. Nagi - Throwing

Baseball

1. Two kinds exist a) Hardball and b) Rubberball
2. Most popular sport with up to 30 million participants
3. Twelve pro teams ranging in names from the Tokyo Giants to the Chunichi Dragons -- playing 130 games
4. Game exported from the United States

Martial Arts

1. Judo - Kendo - Karatedo
2. Do means the way of martial arts
3. Not only to promote physical strength and fitness but to better understand themselves and each other
4. Martial arts are required in physical education

Other Sports

1. Volleyball
2. Basketball
3. Soccer
4. Tennis
5. Golf
6. Swimming
7. Jogging
8. Football (only college)

TITLE: That's About The Size Of It

INTRODUCTION: The purpose of this activity is to expand the student's curiosity about Japan and the people that live there. By having the students compare the size and population of the United States and Japan, differences will be discovered. Then the students will consider what these differences mean in terms of wants, needs, and production.

OBJECTIVES:
To establish the fact that there is a difference in the size and population between Japan and the United States
To demonstrate that these differences call for a range of wants, needs, and production
To build in the students'minds the realization that people are interdependent and that we need each other to live effectively

GRADE LEVEL: Third

TIME: 45 minutes

MATERIALS: Large area like gym or playground, measuring instrument, chalk or tape

PROCEDURE:
Step 1. The population of the United States is approximately twice that of Japan so a ratio of 2 to 1 should be set up to compare United States and Japan. (For example, if there would be a total of three students, 2 would represent the United States and 1 Japan. Total of six, 4 for the United and 2 for Japan.)
Step 2. Have your designated students stand in either the square set up for Japan or the square set up for the United States. The ratio of your squares should be approximately one to fifty. (For example, if Japan's square is 1 meter, the United States should be 50 meters or if Japan is 1 foot, the United States should be 50 feet.)
Step 3. Establish that both countries have people that have needs.
Step 4. Establish that both countries have people that have wants.
Step 5. Establish that Japan has to feed 536 people per square mile and the United States has only 57 people per square mile. Is production important to Japan?

FOLLOW UP: Make charts or graphs showing the size and population of several other countries as well as the United States and Japan, so that a comparison can be made.

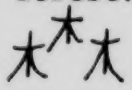
EVALUATION: Students should be evaluated on group participation and responses during discussion time.

FURTHER SUGGESTIONS: Change this approach as required to fit your needs.

RESOURCE: Our Working World Regions of the World, Senesh/SRA, Chapter 12.

DEVELOPED BY: Kay Lueth

TITLE: Writing Japanese

INTRODUCTION: Japanese writing is made up of symbols called ideograms. Each symbol stands for an idea. Sometimes the symbol looks like the item it stands for. Do you see how a real tree looks like the ideogram for a tree? Here is the ideogram for forest. How does it remind you of a forest? 

OBJECTIVES:
To be able to reproduce ideograms in the activity
To compare the ideogram with its real counterpart
To write a story in English, inserting at least five ideograms

GRADE LEVEL: 2-4

TIME: 30-45 minutes

MATERIALS: Paper and pencil for students
Picture of Japanese flag
Large cards with each ideogram. (Could use chalkboard or transparencies with an overhead projector.)
(Refer to attached sheet)

PROCEDURE:

Step 1. Teacher draws the tree. Remember:
a. Write horizontal first, then vertical.
b. Go from top to bottom on your page.
c. Go from left to right.
d. When slanting, left strokes first, then draw the slanting right strokes.
Students practice tree and forest.

Step 2. Teacher draws person and friend on board or overhead. How does person remind you of friend? Allow time for students to practice. 人 person 友 friend

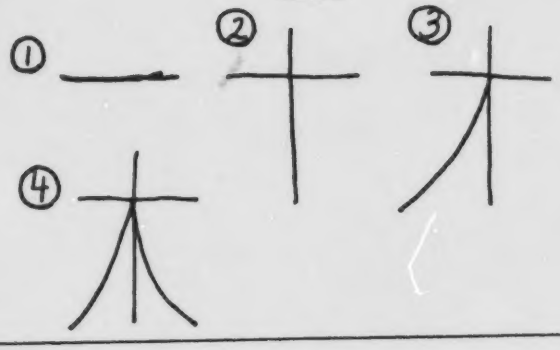
Step 3. Draw sun and moon. Student practice. 日 sun 月 moon

Step 4. Draw the symbols for Japan. 日本 Discuss the similarity of Japan and sun.
Discuss the possible reason. Show the picture of the Japanese flag. It has a sun on it. (Japanese call their country Nippon which means source of the sun.)
Students will practice ideograms.

Step 5. Students will write a story using at least four ideograms instead of the English words. Example:
We were excited about traveling to

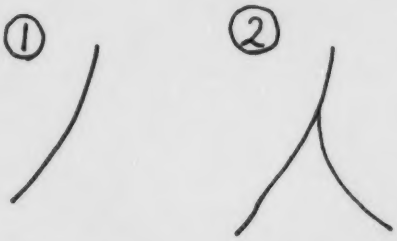
WRITING JAPANESE

tree

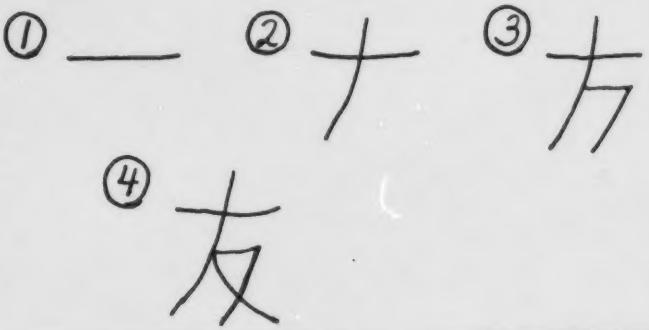


forest

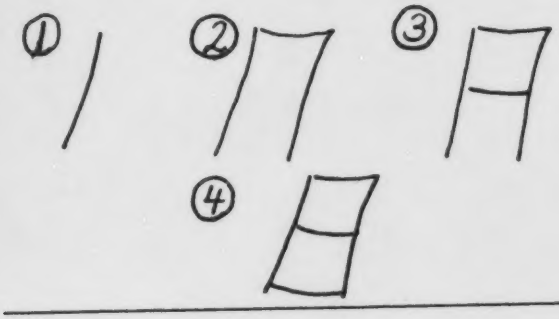
person



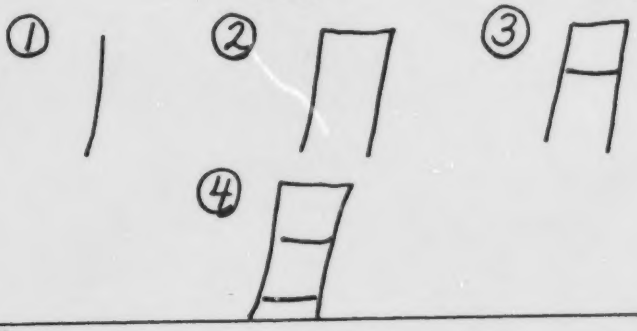
friend



sun

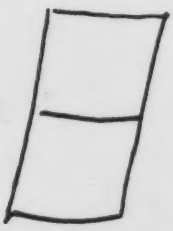


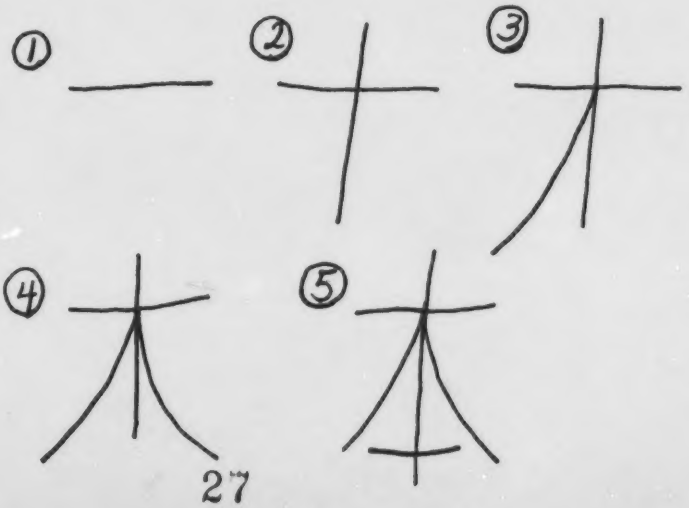
moon



Japan

(same as sun)





FOLLOW UP:

1. Look up other ideograms in the library.
2. In art, students could use paint brush and paper to make large ideograms.
3. Use ideograms to decorate a Japanese booklet, lantern, or other project.

SOURCE: Studying Modern Japan, by E. Richard Churchill and Linda R. Churchill, J. Walch, Publisher, Portland, Maine 04104.

DEVELOPED BY: Sandra Auch

TITLE: A Japanese Folk Song

INTRODUCTION: "Sakura" is a well known Japanese folk song. It is a delicate musical picture of cherry blossom time in Japan.

OBJECTIVES:
To learn a traditional Japanese folk song
To review the pattern of intervals in the familiar pentatonic scale
To relate the pentatonic scale to "Sakura"
To play an accompaniment using stringed instrument

GRADE LEVEL: K-5

TIME: Two class periods

MATERIALS: Transparency of song, recording of "Sukara", autoharp, finger cymbals, and bells.

PROCEDURE:
Step 1. Students discuss and tell what they know about Japan; mountains, gardens, the sea, and flowers.
Step 2. Read the English words of "Sakura".
Step 3. Listen to the recording of the song if available. (Spectrum Book 6, Macmillan, Recording 3, Side A, Band 2).
Step 4. Arrange notes of some song from low to high. Use bells D#, E, G#, A#, C#, D#', E'.
Step 5. Review meaning and pattern of pentatonic scale- 5 tones. (Relate to Pentagon, five-sided building in Washington, D.C.)
Step 6. Locate tonal center of song, C# and construct the scale, beginning with the tonal center: C#, D#', E, G#, A#.
Step 7. Demonstrate scale on bells and then have children play the scale.
Step 8. Learn to sing the song in English.
Step 9. Add finger cymbals on third beat, or first beat of each measure, giving a delicate sound.
Step 10. Play an accompaniment by plucking C# and D# on autoharp or other stringed instrument, chording as class sings, letting several students each take a turn.

FOLLOW UP: Tell the students that there are also Japanese cherry trees in Washington, D.C. Three sides of the Tidal Basin are lined with thousands of Japanese cherry trees. They are in bloom for almost an entire month during the spring. (Show pictures and/ or slides, if available.) The trees were given to the United States by Japan as a gift. Learn the Japanese words of "Sakura".

Sakura (Sa-koo'ra)

Sakura,	Sakura,	Ya-yo-i-no	so-ra-wa,
sä-koo'rä	sä-koo'rä	yä-yō-ē'nō	sō-rä'wä
Mi-wa-ta-su	ka-gi-ri,	Ka-su-mi-ka	ku-mo-ka,
mē-wä-tä'soo	kä-gē-rē,	kä-soo-mē-kä	koo-mō'kä
Ni-o-i-zo	i-zu-ru,	I-za-ya,	i-za-ya,
nyē-ō-ē'zō	ē-zoo'roo	ē-zä'yä,	ē-zä'yä

Mi-ni-yu-ksn.
mē-nyē-yoo-kä-n

EVALUATION: Students should be able to sing song expressively. They should be increasingly able to identify pentatonic music when heard.

FURTHER SUGGESTIONS: Follow up with another Japanese song, "Oh, I Remember". Contrast mood of song with that of "Sukara". Emphasize changing meter or time of "Oh, I Remember". Create accompaniment.

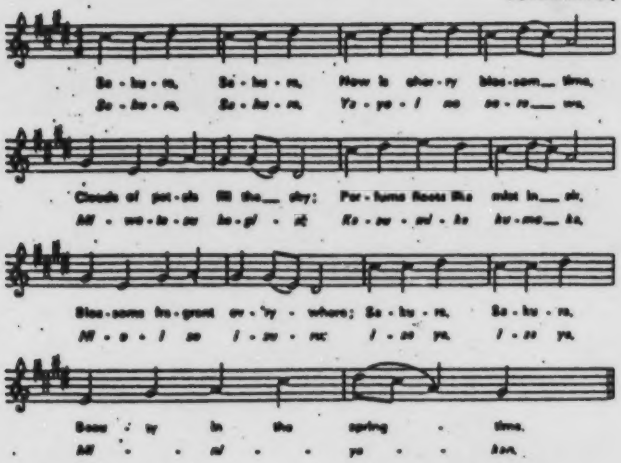
SOURCES: Textbook, The Spectrum of Music, Book 6, Macmillan.

DEVELOPED BY: Marie Shattuck

BEST COPY AVAILABLE

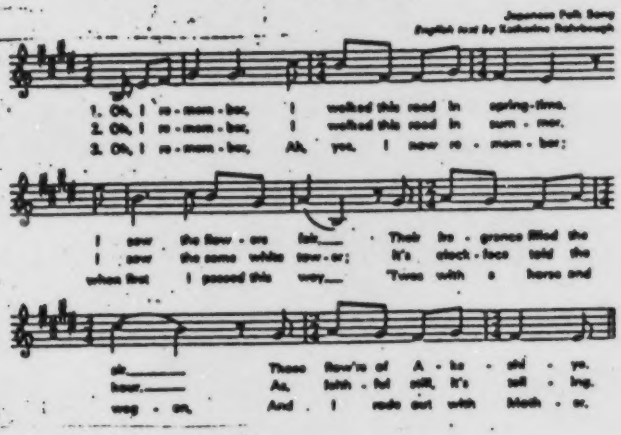
Sakura

Japanese Folk Song


Sa - ku - ra, Sa - ku - ra, How is shor - ty blos - som__ time,
Sa - ku - ra, Sa - ku - ra, Ya - yo - i no o - mo__ ou,
Clouds of pur - ple fill the__ sky; For - tune flows like mist in__ sh.
Mi - wa - ta - su ka - gi - ri Ku - mo - ni - i - ka ka - mo__ ka,
Blos - soms in - great or - 'ry - where; Sa - ku - ra, Sa - ku - ra,
Mi - ru - i ya - ma - i - ya ya - ya,
Seem - ly in the spring - time.
Mi - ni - ya - ma - ya - ma.

Oh, I Remember

Japanese Folk Song
English text by Katherine Hatchbough


1. Oh, I re - mem - ber, I walked this road in spring - time.
2. Oh, I re - mem - ber, I walked this road in sum - mer.
3. Oh, I re - mem - ber, Ah, yes, I now re - mem - ber;
I saw the flow - ers fair, Their fra - grance filled the
I saw the same white tow - er; It's clock - face told the
when first I passed this way, There with a horse and
air, These flow'rs of A - sa - shi - ya.
hour, As, both - hi still, it's tell - ing.
way - on, And I rode out with Moth - er.

TITLE: Folktales - Literature From Japan

INTRODUCTION: Folktales have a universal appeal in their simplicity, vitality, sense of wonder, and concern for fundamental needs and wishes of all humans. Folktales, regardless of origin or geography, share the same basic themes and structures with which we are familar and with which we easily identify. Foreign folktales also have aspects unique to their particular culture, thus exposing children to perspectives for human behavior that may be like, quite different, or even in conflict with their own.

OBJECTIVES: (General)
To introduce students to a folktale which will at the same time entertain and teach something about the cultural heritage of Japan.
To illustrate the universality of basic themes in world folktales and by extension, to illustrate the fact that people in all times and places have shared common experiences and concerns.
To bring out differences as well as commonalities between Japanese cultural traditions and our largely western heritage.

OBJECTIVES: (Specific to the attached tale "The Rabbit in the Moon")
To become aware of the European/American tradition of "seeing the man in the moon" and others in which they may or may not believe.
To learn the Japanese tradition, as one example of the fact that all peoples use stories to explain phenomena; discuss the idea that different cultures' beliefs are all relative, and are passed on in similar ways.
To discuss the value of unselfishness and sacrifice for others which is the theme of this story and a universal folklore theme.

GRADE LEVEL: 3-4 (adapts to all ages)

TIME: One to three periods

MATERIALS: Story and illustration attached.

PROCEDURE:
Step 1. Use a map or globe to compare and contrast Japan and the United States.
Step 2. Define folktales and folk figures. Begin with the definitions given by the children.
Step 3. Introduce the story by asking students if they see anything in the moon, and if so, what?

Step 4. Introduce the vocabulary (tasks, complain, unexpected, sacrifice, unselfishness).
Step 5. Explain the concept of "THEME" and ask the students to listen to discover the theme (unselfishness and sacrifice) as the story is being read.
Step 6. Read the story aloud to the class. Show illustrations.
Step 7. Discussion questions:
   a. Why did the rabbit jump into the fire? If you were the rabbit, what would you have done?
   b. Why do people in Japan think it's important to remember the rabbit's story when they look at the moon?
   c. Can there be both a rabbit and a man in the moon? Why do you suppose people from different places see different things in the moon? Are some of them right and some of them wrong?
   d. How did you learn about the man in the moon? How do you suppose Japanese people learned about the rabbit?

FOLLOW UP: To be done at time of FULL MOON.
1. Have students look for both the man and the rabbit in the moon, as well as their own imaginative creations.
2. Have students draw their perceptions of what is on the moon. They might do three drawings: a man, a rabbit, and their own original perception.
3. Students might write an original folktale to go along with their drawings. The drawings might be presented via the opaque or overhead projector.

EVALUATION: List on the chalkboard summaries of the students relating to folktales, their commonalities and uniqueness to all cultures, and how folktale themes are universal.

FURTHER SUGGESTIONS:
1. The day before or after reading the story have each child collect his/her own family's folklore on the moon, by asking family members: (a) what they see in the moon, and (b) how they learned it. They should record all answers to share with the class.
2. Students could bring in books of folktales or folk art objects from home to share or tell a folktale which has been passed down in their family.
3. After folklore and folk figures have been defined, students could bring in pictures or write short lists of such folk figures found in very modern contexts such as TV, magazines, movies, newspaper ads, greeting cards, product packaging, etc. (Paul Bunyan and His Blue Ox (Babe) or Robin Hood and His Merry Men of Sherwood Forest.)

SOURCE: The Rabbit in the Moon: Folktales from China and Japan
The Bay Area China Education Project & Teaching Japan in the Schools, Copyright (c) 1979 by Board of Trustees, Leland Stanford Junior University. (This material may be reproduced for classroom use only, provided credit is given to TJS, BAYCEP, and the National Endowment for the Humanities.)

DEVELOPED BY: Sid Stallinga

THE RABBIT IN THE MOON From MAGIC ANIMALS OF JAPAN by D. Pratt and E. Kula. Berkeley, Calif.: Parnassus Press, 1967.

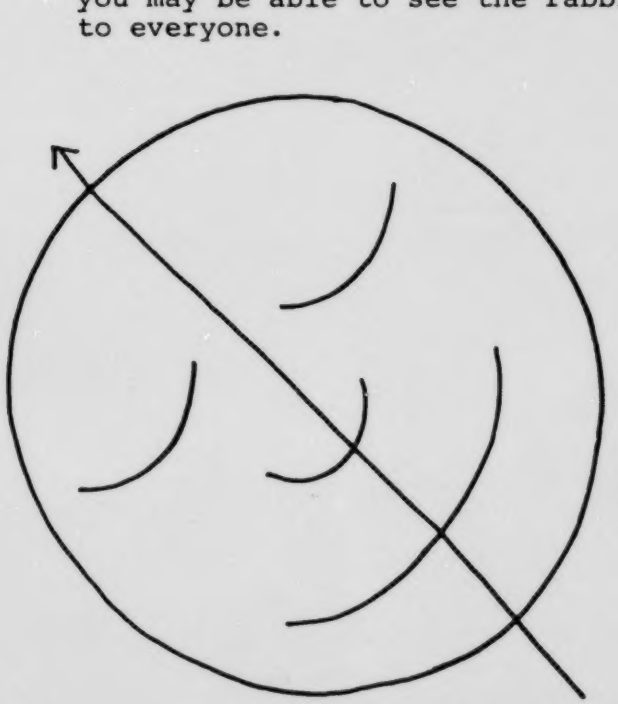
There was a time when a rabbit, a fox, and a monkey were such good friends that they lived together in a small house in the woods, each giving what he could to the household and sharing the tasks of keeping the house in good order. The rabbit, because he was smaller than the others, had to work much harder to do his share, but he did so without complaining and the three were very happy together.

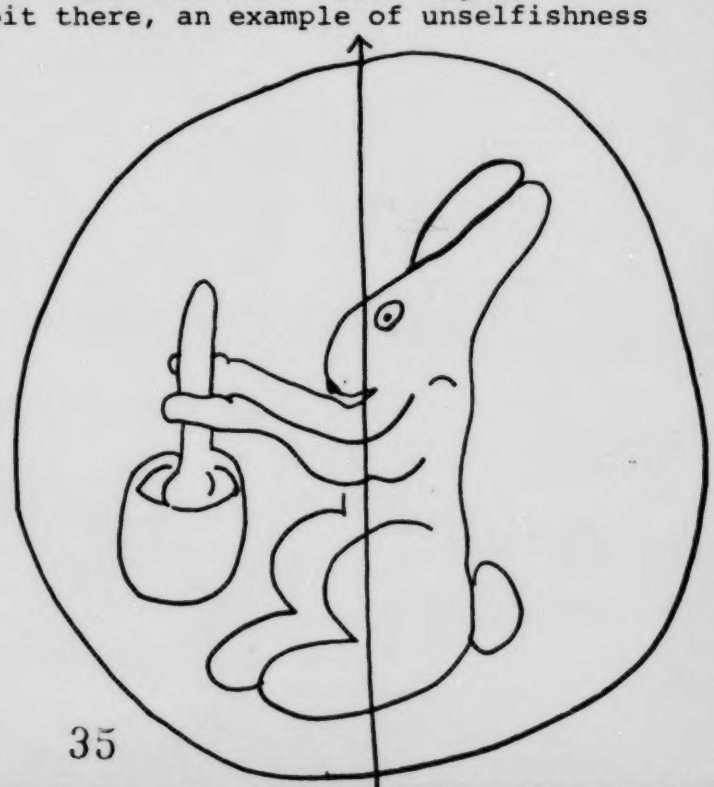
One day an old man came to the door and asked for food and shelter. He was made welcome and was invited to sit upon a soft cushion. Then the monkey went out and returned shortly with fruit he had picked for the guest. The fox went to a stream and caught a fish which he brought to the unexpected visitor. But the rabbit had nothing he could offer. He stood quietly, watching.

The old man thanked the monkey and the fox for their gifts. To the rabbit he said nothing, and the little creature sadly turned his head away. Then suddenly the rabbit asked his friends to gather a pile of dry branches. When this was ready, he set fire to it. The flames flickered brightly; and as the sticks crumbled into glowing coals, the little rabbit with a cry, threw himself into the fire, offering his own small body as a sacrifice to the old man.

Now it happened that the old man was really the chief of the gods, travelling the earth to test the behavior of those he met. The rabbit's act of giving was so powerful that the chief of the gods put off his disguise. Gathering the ashes of the rabbit, he took them to the moon and placed them on its surface in the image of a small rabbit who had given so freely of himself.

If you look carefully at the full moon on a clear night, you may be able to see the rabbit there, an example of unselfishness to everyone.





TITLE: Fun At The Festival: Japanese Games

INTRODUCTION: There are generally three types of Japanese games. These include games of skill, entertainment, and competition. Following are some Japanese games you can play with your friends, classmates, etc. These games are used by children and adults. They can be implemented or played during a festival or following a pleasant meal.
Through the use of these games we can develop an interest in and appreciation of the cultures of other countries. The use of these games during a Japanese festival could be fun and very enjoyable for those involved. They could also prove to establish an understanding of some of the customs of other lands. *(Please note how we have adopted the game of Jan Ken Po in the United States.)

OBJECTIVES:
To become aware of the similarities between Japanese and American games
To develop an interest and appreciation in games of other lands
To become familiar with a Japanese form of communication
To illustrate the beauty of Japanese ideograms
To acquire the knowledge of how to play a Japanese game and use it with another person
To acquire the ability to create a Japanese ideogram

GRADE LEVEL: 3-6

TIME: 45-60 minutes

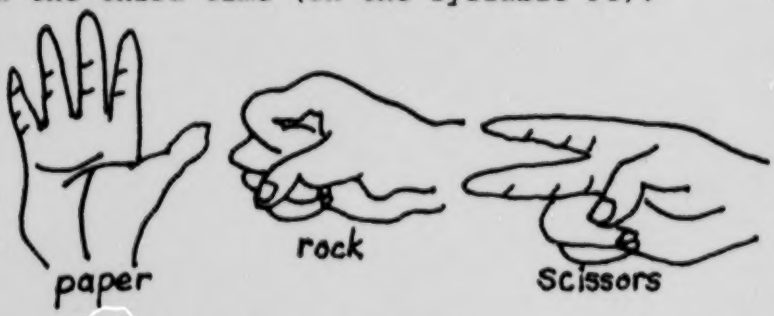
MATERIALS: Poster for the game of Jan Ken Po
The Observation Puzzle will need the following materials: four pieces of cardboard 4 1/4 x 12 inches (21 x 29.5 cm) each covered with graph paper type squares; black, soft tip marking pens, 1 fine and 1 thick; pencil, ruler, scissors; (If the teacher makes the game for the students to play, only one set of each of these materials will be needed.)

PROCEDURE:
Step 1. Explain the game of Jan Ken Po to the students. Discuss with the students how this game can be played in groups or teams and how this game may be used to decide who will take the first turn in a different game or activity (similar to shaking the dice to decide who goes first)

JAN KEN PO - Stone, Paper, Scissors

Each player faces his/her partner or members of the group and to the chant of Jan Ken Po, each player shakes his/her fist up and down (only one hand is used) taking one of the three positions as his/her hand comes down the third time (on the syllable Po). The hand positions are:

Stone dulls scissors so it beats scissors. Scissors beats paper because it can cut it. Paper beats stone because it can wrap it. If there is a tie, try again until there is a winner.



Step 2. Display the poster for the game of Jan Ken Po to remind students of the three hand positions and what they represent.

Step 3. Allow the students to pair up and play the game of Jan Ken Po for about ten minutes. This will allow them time to become familiar with the game.

Step 4. Discuss the issue of how this game has been adopted by the United States.

Step 5. Prepare the students to make and/or play the observation puzzles. If you decide to have the game prepared for the students then just go ahead and explain the rules of the game. If each of your students is going to make a game, then go through each step on how to prepare the cards.

a. On 1 piece of the cardboard, draw 6 rectangles, each 3 1/2 x 2 3/4 inches (9 x 7 cm).

b. In each rectangle, use a black pencil to draw 1 of the 6 designs pictured in Drawings 83 to 88. Be sure to count the number of squares exactly. Go over all the lines with the fine, soft-tip marking pen. Then black in the entire pattern with the thick, black marking pen.

c. On each of the other 3 pieces of cardboard, reproduce 2 rectangles, each 5 1/2 x 7 inches (14 x 18 cm).

d. Copy the exact design from each small card you made onto each of these large rectangles. Black them in as you did for the small cards.

e. When you have done all 6 cards, cut each rectangle into 4. The game is ready to play.

Step 6. Discuss with the children the different ideograms shown on the cards. You may also want to go through the meanings of the ideograms and the English words they represent.

Step 7. Divide the students into groups of two or three. Make sure the students know that the rules for two players are a little bit different than those having three players.

Step 8. Allow the students about 20-30 minutes to become familiar with this game. Have the students use the game of Jan Ken Po in determining which player will go first. After the order is established begin the Observation Puzzles game.

FOLLOW UP:

1. Have the students change partners within the classroom and play the game again.
2. Have each child make or create an ideogram of their own. These could then be displayed.
3. Have each of the students play one of these games with a member of their family or someone outside of the classroom. This would help more people become aware of games from another culture.

FURTHER SUGGESTIONS: So far we have introduced the students to a Japanese game of skill and entertainment. We could now go one step further and introduce a game of competition. The game is called "The Beads". It is a simple but fun game that can easily liven up the end of a meal.

SOURCES: JAPAN: Activities and Projects in Color, by Claude Soleillant. Free Resources For Teaching About Japan, by Linda S. Wojtan.

DEVELOPED BY: Deb Bonte

OBSERVATION
PUZZLES

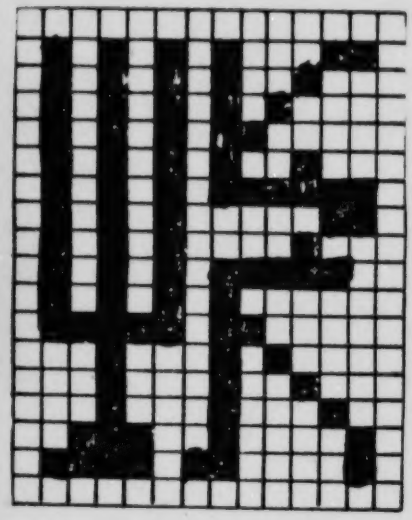
For 2 Players

-Arrange the card that has all 6 designs on it between the 2 players.
-Mix all the other cards and place them face down on the table in the shape of a pickaxe (a T-shape).
-The first player takes a card and places it in front of the other. The second player does the same. This is the beginning of the puzzle.
-If, by chance, the second player picks a card that is part of the same design as the first player, he or she must take another card and mix the first 1 back into the pile.
-At each turn, each player takes a card and looks to see if it corresponds to the same design as his or her first card.
-If the card does not correspond, the player puts it back, face down, on the pile. The player loses that turn.
-If the card completes the Player's design, the player can take another pick.
-The object of the game is for each player to try to join, as quickly as possible, the 4 parts of his or her model card.
-When one puzzle is completed, the players can try to complete a second one.

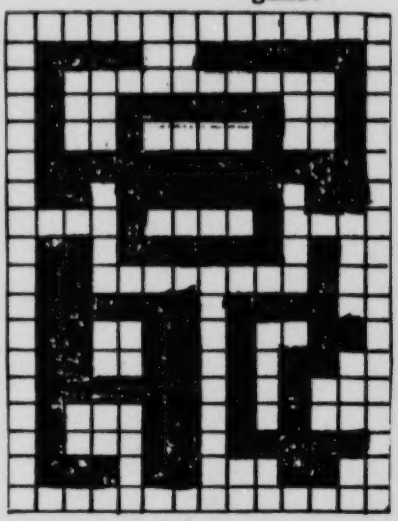
For 3 players

-Proceed the same way. To give the game a little more life, however, each player can begin a second card before the first one is completed. Be sure that no 2 players have parts of the same card.
-When only 6 or 7 small cards are left, mix them. Each player then takes cards at random.

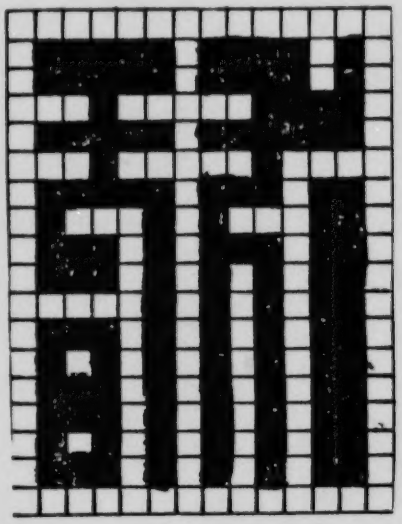
-Following are the ideograms that you will need to put on cards in order to play this game.



Card 1

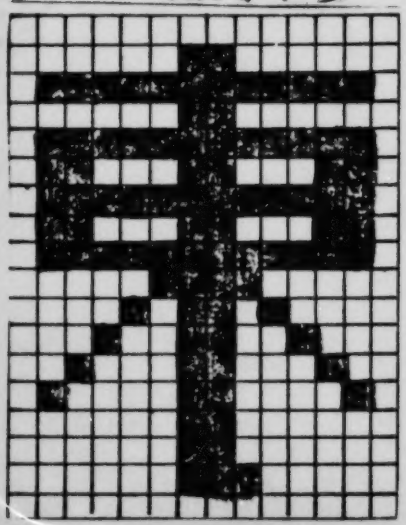


Card 2

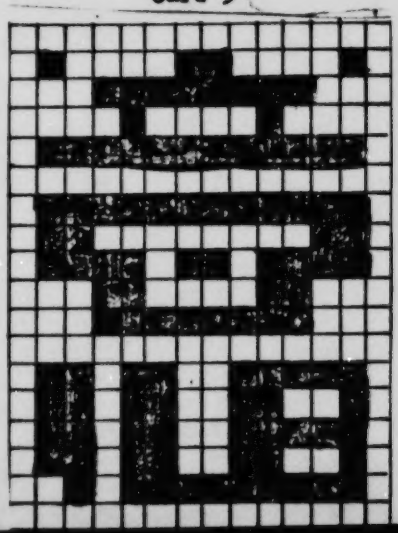


Card 3

Card 4



Card 5



Card 6

TITLE: Haiku

INTRODUCTION: The Haiku is not only an interesting art form, and one that children can readily adapt; but it gives some insights into the Japanese perception and interpretation of their world as well.

OBJECTIVES:
To understand that Haiku are poems about nature following a specific syllabic format (5-7-5) in three lines
To gain some appreciation of Haiku previously written--both in Japanese and in English
To gain the concepts of simplicity, suggestion, and spontaneity inherent in Haiku.
To have a better understanding and appreciation of Japanese perception and imagination.

GRADE LEVEL: Elementary (can be adapted to any level)

TIME: Approximately one week. 30-50 minutes each day

MATERIALS: Examples of Haiku (see attached sheet), pictures of nature or some objects from nature, paper, pencil, film on Haiku if possible.

PROCEDURE:
Step 1. About a week prior to actual teaching of Haiku, put up a bulletin board of nature pictures and Haiku. In the center put:

Haiku is...
An unfinished thought
Capturing one small moment
Telling of nature.

Step 2. Read some Haiku to the class. Have a class discussion, leading them to the realization that the poems are about nature, then touch on the concepts of simplicity, suggestion, and spontaneity. Relate these to the Japanese way of life.
For example, a traditional Japanese house is simply decorated and furnished. A Japanese living room may have cushions and a table as the only furnishings. Screens function as partitions. The real and natural are prized qualities, signifying their oneness with nature.
Even a brief look at the Japanese language shows the important role suggestion plays. The language is very economical; it can omit many words and still communicate. Word order can be changed without changing the meaning. Often the nature of the language forces speakers and readers to "look between the lines."

Step 3. Discuss the Haiku form; three lines of 5 syllables, 7 syllables, and 5 syllables respectively.
Step 4. Show a film on Haiku if it is available to you.
Step 5. Review the Haiku form. Brainstorm things in nature that children could write about. It might be helpful to use nature pictures or objects, or do this immediately following a field trip to the outdoors. Begin writing.
Step 6. Write, rewrite, edit. Teacher simply circulates in the room, helping where necessary.
Step 7. Share the Haiku the class has written. This may be done in several ways or a combination of these ways. Some suggestions:
1. Each child reads his/her own work.
2. Write Haiku on an appropriate form (leaf, pumpkin, acorn, etc.) and place on a bulletin board.
3. If you have studied Japanese painting, the children can write their Haiku on parchment paper and illustrate with water color before mounting. Alternately, you could do origami instead of water-color.
4. Make a class anthology of Haiku.
5. Put Haiku in a newsletter that goes home.

FOLLOW UP: Two to three weeks later, review the Haiku form. Ask the children to write a Haiku in their journals or write about why they do/do not like Haiku.

EVALUATION: Observation during class discussion and examination of the Haiku written by the student will be the means of evaluation.

FURTHER SUGGESTIONS: Write Haiku while outside in a natural setting.

SOURCE:
Behn, Harry, Cricket Songs, Harcourt, Brace, and World, Ind., New York, 1964.
Cassedy, Sylvia, and Suetake, Kunihiro, Birds, Frogs, and Moonlight, Doubleday and Company, Inc., New York, 1967.
Finley, Maeve, Haiku for You, Vantage Press, New York, 1966.
Clover, Kuhns, Crewe, Paugh, Prezioso, A Bulletin Board for all Seasons, Good Apple, Inc., Carthage, Illinois.
The Haiku Moment, Board of Trustees, Leland Stanford Junior University, 1980. Henderson, Harold, An Introduction to Haiku, Doubleday and Company Inc., New York, 1958.
Lewis, Richard, The Moment of Wonder, The Dial Press, New York, 1964.
Opening Doors: Contemporary Japan, The Asia Society Inc., New York, 1957.
Yasuda, Kenneth, The Japanese Haiku, Charles E. Tuttle Co., Tokyo.

DEVELOPED BY: Donna Wilson

BEST COPY AVAILABLE

Japanese:

Kan/ryo/ko/no 5
U/chi/ya/a/ko/no 7
Ha/e/so/mu/ru 5

In the midst of
All things verdant, my baby
Has begun to teethe.
Nakamura Kusataro (1901-)

The winds that blow -
Ask them, which leaf on the tree
Will be next to go!
Soski

In summer a single patch of lawn -
A spot of shade -
Becomes a shelter.
Issa

Spring rains
Find a path through
The roof's leak and a honeycomb.
Bashô

Season of spring days!
There a nameless hill has veils
Of soft morning haze.
Bashô

Stones and trees that meet
My eyes glare straight at me
In this glazing heat.
Kyorai

Narrowly a trail
Fades away into the flowers
Blooming in the dale.
Fukoku

If only we could
Add a handle to the moon
It would make a good fan!
Sokan

American:

A diamond-clear stream
Like a warm blanket spread out--
Soon wrinkled by frogs
Finley

Thunder and lightning
Roll noisily through the sky
Flashing light and sound
Finley

Staying in my room,
I thought of the new spring leaves.
That day was happy.
Lowell

Autumn leaves falling
Like ballet dancers floating
From every elm tree
Finley

Elegant flowers
Whispering the garden news
Nodding to their friends
Finley

Little bug crawling
On sidewalk so wide and hot--
Wish for ice cream cone
Finley

Birds return each year
From their mysterious flights
To my old oak tree
Finley

Lavender lilacs
Dew-dampened or sunlight drenched-
Flavor the May breeze.
Wilson

TITLE: Japanese Art: Scroll (imitation parchment)

INTRODUCTION: Scrolls were used long ago to record information just as books are used today. The Japanese used scrolls for their writings as well as for art work. Flowers and plants (things of nature) are often used in Japanese art forms. Their parchment scrolls give a feeling of the beauty of nature and a feeling of the Orient.

OBJECTIVES:
To make use of nature in developing a Japanese art form

GRADE LEVEL: 2-6

TIME: 45-60 minutes

MATERIALS: Each student will need two straight twigs or 1/4 inch dowels (twigs are prettier); freezer wrap paper; kleenex; small leaves of different shapes and colors; glue; and yarn; newspaper; paintbrush 1/2 to 1 inch wide; scissors; ruler; pencil; teaspoon for measuring; small clean cup or dish to hold diluted glue

PROCEDURE:

Step 1. Show examples of the use of nature in Japanese art. Discuss the different forms of nature suitable for use in illustrating Japanese art.

Step 2. Separate one sheet of kleenex so that you have a single layer. Cut a piece of freezer wrap as wide as the kleenex and two inches longer.

Step 3. Place the freezer wrap (wax side down) on a piece of newspaper. Arrange the collected leaves on the paper in a design, leaving a one-inch margin at top and bottom. Do not overlap leaves. Cut off any stems that stick up or that are too large.

Step 4. Glue the back of the leaves and press them on the paper so that all parts lie flat. It is all right if glue oozes out. Let dry for a few minutes. (Check to make sure that the kleenex will cover all of the leaves.)

Step 5. Measure two or three teaspoons of glue and put it in a small cup or dish. Add an equal amount of water. This should be enough to make one scroll - if not, add more glue and water.

Step 6. Using a wide paintbrush, spread the diluted glue over the leaves and then over the paper.

Step 7. Lay the single thickness of kleenex over the leaves so the sides are even, and about an inch of freezer wrap extends at the top and bottom. Gently pat down the kleenex over the leaves.

Step 8. Fill your paintbrush with as much diluted glue as it will hold. Paint gently over the kleenex, making sure that every spot is very wet, at the same time being careful not to tear it. Let the glue dry over night.

Step 9. Cut two straight twigs or 1/4 inch dowels two inches longer than the paper is wide.

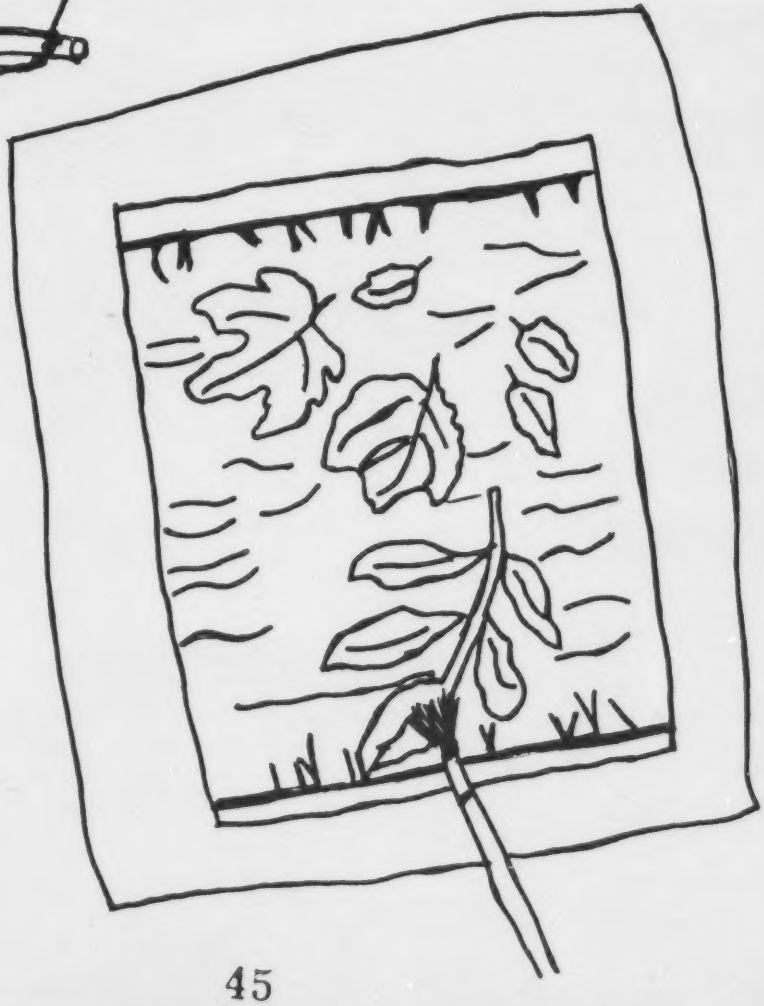
Step 10. Turn the leaf design upside down. Put undiluted glue on the part of the paper that extends below the kleenex. Wrap the paper around a twig or dowel, with the stick on the back of the scroll. Hold the scroll tight until the stick is glued in place. Glue a stick on top of the scroll in the same way.

Step 11. Cut a piece of yarn one inch longer than the scroll is wide. For hanging, tie one end around the stick on each side of the top of the scroll.

VARIATION: Dry and press small flowers by placing them between sheets of paper towels and putting a weight on top. When the flowers are dry and flat, use them to make a design for a scroll.

SOURCE: Quick Wits and Nimble Fingers by Bernice Wells Carlson.

DEVELOPED BY: Vicki Nearman



TITLE: Origami--A Thousand Cranes to You.

INTRODUCTION: Origami is the Japanese art of paper folding. It is not known when or by whom traditional origami was originated. It is thought that origami was brought to Japan from China not long after the Chinese invented paper. How to fold paper from Japan's past was passed on from person to person. After World War II, creative origami was devised. Many people attempted to make new designs with a simple piece of paper. They did not wish to become bored by just imitating the traditional folding methods.

In Japan today, parents play with their children holding papers. They learn how to make origami. Even in kindergarten the children learn origami. The crane is one of the most difficult to fold for the very young children. The crane remains the most liked masterpiece of traditional origami. The crane is considered to be noble.

OBJECTIVES:
To experience the importance of following directions
To be able to apply knowledge of a specific traditional art form of Japan
To develop a deeper understanding and appreciation for people of another culture

GRADE LEVEL: K-6

TIME: About 45 minutes

MATERIALS: A piece of paper about 15 cm square for each student (Japanese origami paper may be bought precut and will bring out the simple beauty of origami).

PROCEDURE:
Steps 1-14. (See Handout)
Step 15. Discussion in class will bring out the following information:

a. Origami has become a Japanese art form.
b. Origami is used to create countless paper representations of animals and other figures.
c. Many schools in Japan teach children origami as part of their art experience.
d. An origami artist, Akira Yoshizawa, has created over 20,000 origami sculptures.
e. In Japan it is a custom to send one thousand paper cranes as a greeting to one person or to a group (such as a sports team, etc.). The one thousand paper cranes are fastened together with a string thus making a long line of cranes.

f. The one thousand paper cranes strung together may be given by one person or from a group (such as a classroom of students, an organization, etc.).
g. The meaning of a gift of one thousand paper cranes is, "Get Well!", "Best Wishes!", or "Good Luck!"

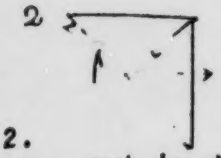
FOLLOW UP: Send one thousand paper cranes (strung together) as a gift.

SOURCE: Creative Origami by Toyoaki Kawai, Translated by John Clark, Printed in Japan. Studying Modern Japan, (Box of 26 Spirit Masters), by E. Richard Churchill and Linda R. Churchill, J. Weston Walch, Publisher, Portland, Maine 04104.

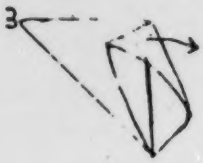
DEVELOPED BY: Kazuko Kaneko

Procedure: Steps 1-14 (HANDOUT)

BEST COPY AVAILABLE



2.
Open out in direction of arrow.



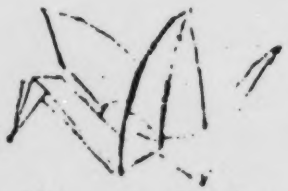
4.
Fold open the rear in the same way.

7. Fold open the rear side in the same way.

9. Fold the rear side in the same way

10. Fold up in the direction of arrow.

13. Pull out the wings to left and right and swell out the back.



14. Completion.

TITLE: Map Activities for a Study of Japan

INTRODUCTION: In the study of any nation, it is well for the student to become aware of the physical characteristics of that nation since factors such as climate, land area, proximity to oceans, terrain, latitude, and longitude affect the uniqueness of a particular area.

OBJECTIVES:
To compare Japan's land area, longitude and latitude with that of the United States
To locate the natural features and man-made developments of Japan
To aid children to draw conclusions regarding climate, history, crops, common foods, industry, traditions, and international relationships as they relate to natural and man-made features

GRADE LEVEL: K-6

TIME: 45-60 minutes

MATERIALS:
- Outline map of Japan colored in solid on a transparency
- Outline map of the United States, including states, not colored in and drawn to scale with the Japanese map
- Larger outline map of Japan on a transparency, no color
- Overhead projector
- Chalkboard/large sheet of light colored paper
- Large detailed may of Japan showing major natural and man-made features
- Source books of statistical information such as the social studies texts or an encyclopedia
- Slips of paper listing the names of the natural and man-made features of Japan

PROCEDURE:
Step 1. Students participate in indtroductory classes and study maps of Japan prior to this activity.
Step 2. Place a transparancy of an outline map of the United States on the overhead projector. Project on a chalkboard or a large sheet of paper attached to the board. Children may locate and mark their home area.
Step 3. Place the colored scaled map of Japan over the United States map on the projector. The Japanese map may be moved around over the United States to compare the size of Japan to various states and to compare latitude and longitude of Japan to areas of the United States.
Step 4. Remove United States and Japanese maps and replace with the larger outline map of Japan and project on a surface on which children may write.
Step 5. Children may draw slips of paper on which are written the names of natural and man-made features of Japan.

Step 6. Children may use resources to locate the particular feature written on their slip of paper.

Step 7. The children will design a symbol representing the feature they located. The symbol will be placed in the correct location on the map and in the map's key or legend.

Step 8. Alternate plans could make it a competitive game by projecting two outline maps and having children in teams locating information and filling in the outline maps.

FOLLOW UP: Discussion regarding the following:

1. Land area as compared to the United States and individual states
2. Latitude and longitude of Japan and areas of the United States
3. Climate and how it affects crops, foodstuffs, and activities
4. Location of cities, railroads and highways in relation to mountains and rivers
5. Development of Japanese culture and traditions as it relates to Japan's geography
6. Location of Japan and its relationship to other nations

Invite travelers who have visited Japan to show slides or films to elaborate on the natural features.
Use appropriate filmstrips and films made for the purpose of showing to school children.

EVALUATION: An alternative would be to do the exercise a second time without the sources of information at hand.

SOURCES: Studying Modern Japan, 26 spirit masters
by E. Richard Churchill and Linda R. Churchill (1980)
Geography Can Be Fun Chapter III Novel Ways of Using Maps by Christobel M. Cordell (1978)
These two sources are published by:
J. Weston Walch
Box 658
Portland, Maine 04104

DEVELOPED BY: Ruth Chappelle

TITLE: Japan's Rivers and Lakes

INTRODUCTION: Because of Japan's shortage of other fuels it has used 90% of the potential water power from the many short, swift rivers to generate electricity for homes and industry. Throughout history the river water has been used for irrigating the rice paddies. Rivers are also a source of urban water supplies.

OBJECTIVES:
To understand the importance of electricity to Japan
To discuss how irrigation is important to the rice farmer
To understand the danger caused by the flooding of rivers
To know that the lakes are primarily used for recreation

GRADE LEVEL: 4-6

TIME: 45 minutes

MATERIALS: Outline maps of Japan
Maps of Japan with the mountains, rivers, and lakes marked on them.

PROCEDURE:
Step 1. Give each pupil a map of Japan's mountains and rivers.
Step 2. Discuss the source of these many rivers, why they are so swift, and why they often flood.
Step 3. Discuss Japan's irrigation using water from the rivers.
Step 4. Explain why electricity is so important to an industrialized nation such as Japan.
Step 5. Discuss Japan's lakes and how many of them were formed from volcanoes.

FOLLOW UP: Use outline maps to locate mountains, the four largest rivers and the six largest lakes.

EVALUATION: Question to test objectives by oral reporting in class.

SOURCE: Studying Modern Japan, 26 Spirit Masters by E. Richard Churchill and Linda R. Churchill, J. Walch Publisher, Portland, Maine 04104.

DEVELOPED BY: Betty Rhoades

TITLE: Agriculture in Japan

INTRODUCTION: Japan has more than 120 million people today. The farmers must produce a lot of food to feed that many people. Not all of the land is well suited for farming. Most of Japan is too mountainous. The growing demand for land for cities and towns also reduces the amount of farmland available. Only about one out of six acres can be used for farming. Japan grows most of its own food but must import some kinds of food. The climate of southern and central Japan is good for farming. The island of Hokkaido is much colder with longer winters. Rice is the most important crop grown as it is the principle diet of the Japanese people. The hillsides are cut down to look like giant staircases. This way the farmers are able to make even some of the very mountainous regions into small, level, productive fields. The rice seeds are sown in a small field and then transplanted to the larger irrigated rice fields. The larger fields usually have a wall around the field to hold the water in the field. Wheat is often grown in the field before rice and thus the farmer in southern and central Japan is usually able to raise two crops in one year. Tea plants are grown in the land area that is not suitable for growing rice. Soybeans, potatoes, and small groves of peaches, apples, and mandarin oranges are also grown on some of the hillsides. Mulberry bushes are grown in some places to feed the silkworm. Northern Japan has farming practices that utilize larger fram machinery because it is an area of larger flat fields.

OBJECTIVES:
To better understand what farm products are grown in Japan
To discuss ways that the crops are grown differently than in the United States

GRADE LEVEL: 4

TIME: 2-5 class periods

MATERIALS: Encyclopedias and other reference books

PROCEDURE:
Step 1. Present to the class background material as found in introduction.
Step 2. Students may be assigned into groups of 3-4 by assigning any of the following topics: rice farming; climate of southern, central, and northern Japan; wheat; soybeans and potatoes; fruits: (peaches, apples, mandarin oranges); mulberry bushes and silkworms; livestock; interviewing a person who has traveled or lived in Japan.(see attached sheet)

Step 3. Students report back to class with their assigned area of study. Time should be allowed as arranged by the instructor for discussion of each topic area.

FURTHER SUGGESTIONS: Further information may be obtained by reading: "Hokkaido - Japan's Last Frontier," Douglas Lee, National Geographic, Jan. 1980.

SOURCES: Films: Agriculture in Japan (30 min)
Rice and Agriculture (27 min)
Water and Agriculture (29 min)
Films are available from: Japanese Consulate Office
Pamphlet: Facts About Japan (Agriculture)
From Japanese Consulate Office

DEVELOPED BY: Wayne Thompson

ACTIVITY

Interviewing a person who has traveled or lived in Japan.

Have a group of two or three students interview a person who was born and raised in Japan, but who now lives in the United States. This could also be a culminating activity by possible questions of a guest lecturer.

Interview Guidesheet

My Name_____ Date of Interview_____

Name of Person interviewed_____

Questions	Answers
Compare agriculture in Japan and in the United States as to differences and likenesses.	
How do Japanese farmers utilize terraces and lower mountain slopes in farming?	
How is rice grown?	
What uses are made of rice?	
Compare living on a farm in the United States with living on a farm in Japan.	

TITLE: Japanese Foreign Trade

INTRODUCTION: This activity is designed to help students realize that Japan carries on extensive trade with many countries and the reasons for this.

OBJECTIVES:
To build in the student's mind the realization that Japan is one of the world's leading industrial nations
To emphasize that Japan has become a great trading nation with worldwide markets

GRADE LEVEL: 4-6

TIME: 45-60 minutes

MATERIALS: Objects made in Japan, textbooks dealing with Japan, encyclopedias, globe, or large wall map of the world.

PROCEDURE:
Step 1. Have on display several objects made in Japan. Discuss with the students where these objects came from and reasons for buying imported products.
Step 2. Discuss size and population of Japan. Point out necessity for Japan to sell the products abroad.
Step 3. Discuss shipbuilding in Japan. Point out Japan's need for buying raw materials for industry as well as food.
Step 4. Compare Japan and Great Britain as to area, population, and industry.
Step 5. Have students go home and list products and appliances in their homes and garages that were made in Japan.
Step 6. Discuss the homework assignment the following day in class.

FOLLOW UP: Show the filmstrip The Japanese Way of Life or a similar filmstrip.

EVALUATION: The students will be evaluated on their class participation and completion of the list of Japanese products in their homes.

DEVELOPED BY: Carol Vognild

TITLE: Japan's Natural Resources

INTRODUCTION: Although Japan is a country of few natural resources, it has developed into one of the chief industrial countries in the world. By discussing the uses of various minerals in manufacturing, the students will realize that Japan's greatest resources are its people. With their skills, they have overcome the handicaps of limited natural resources.

OBJECTIVES:
To discuss the uses of the various minerals included in Japan's natural resources
To consider possible products which could be manufactured in that country, using the various minerals it produces
To realize Japan's most valuable resource is its people

GRADE LEVEL: 4-6

TIME: 45 minutes

MATERIALS: Handout 1 and 2 - list of minerals produced in Japan, giving uses for each mineral, list of countries which produce these minerals

PROCEDURE:
Step 1. Divide the class into four groups, give each handout 1.
Step 2. Explain that these are minerals that could be used to manufacture certain products. Have each group decide what these products might be. (about 15-20 minutes)
Step 3. Entire class discuss ideas given by each group
Step 4. Tell the class these are minerals found in Japan and then tell them what the leading industries are in Japan. (Leads all countries in shipbuilding tonnage, also a leader in cars, locomotives, heavy machinery, textiles, precision tools, cameras, electronic equipment, TVs, raw silk, paper, steel production.)
Step 5. Handout 2. Explain what the student is to do.
Step 6. After they finish Handout 2, tell them the proper ranking of the countries.
Step 7. After discussion, conclude that by determination, manpower, and wise use of trade (exports/imports), Japan has become a world power.

SOURCE: Donella H. Meadows, et al, Limits to Growth, A Report for the Club of Rome's Project on the Predicament of Mankind, New York; Universe Books, 1972, p. 56-59.

DEVELOPED BY: Helen Brown

Handout 1

Copper-heat and electrical conductors, electrical wiring, water piping, household utensils, jewelry, coins, printing plates.

Coal-(solid) fuel, charcoal, (liquid) dyes, drugs, waterproofing, paints, roofing, insulation materials.

Iron-metal plates, gratings, rails hardware products, pottery appliances, branding irons, automobiles, construction.

Lead-containers, pipes, solder, type materials, bullets, radiation shielding, paints, pencils, roofing, printing.

Zinc-electric fuses, anodes, meter cases, roofing, gutters, rubber, plastics, pharmaceuticals, cosmetics, allays.

Sulfur-matches, fertilizers, gunpowder, preparations that destroy insects, paints, rayon and cellulose, synthetic rubber, textiles.

Menganese-dry cell batteries, railway rails, mining tools, bronze propellors, drier in paints and varnishes, coloring for bricks and pottery.

Handout 2

A.	Australia	C.	Canada	E.	United States
B.	Russia	D.	Japan	F.	Other Countries

Which of the countries above do you think are the richest in the following natural resources? Write the letter of each country in rank order under each resource. (I have written in the correct order.)

Lead	Coal	Copper	Iron	Zinc	Sulfur	Menganese
E	B	E	B	D	B	B
A	E	C	F	B	E	F
B	F	F	F	C	D	F
C	F	F	E	E	F	F

Americana Encyclopedia Corporation, 1980

TITLE: Modern Fisherman - Ancient Fisherman

INTRODUCTION: By studying marine occupations, students will better understand the way of life of Japanese laborers.

OBJECTIVES:
To introduce the students to marine occupations in Japan
To become familiar with the ancient art of fishing with cormorants
To increase the pleasure of learning about Japan
To help students develop skills by which they can continue to reach for new ideas and new challenges throughout life

GRADE LEVEL: 2-4

TIME: Two or three class periods

MATERIALS: Handouts; fish kits and Night Divers story; Japan A Changing Nation, filmstrip, an Educational Service of the New York Times.

PROCEDURE:

Step 1. Show the fisherman portion of the filmstrip "Farmers, Fisherman, and Carftsman of Japan" to the entire class. (Frames 22-46) Use accompanying cassette.

Step 2. Discuss why the Japanese have had to resort to the sea for so many occupations. How has the sea influenced their diet? Discuss ways the economy reflects the fact that Japan is an island nation.

Step 3. Divide the class into groups of 4-5. Give the following instructions:

a. Read the story Night Divers, pp. 42-43 in the Ranger Rick Special Japan Issue. Choose one person in your group to read.

b. After reading Night Divers, play "When I Was in Japan..." The first person can say, "When I was in Japan I saw a cormorant." The next person adds more information. Each person adds a new fact from the story. One person should record facts.

c. "You Are a Master Fisherman" - you have been invited to give a talk on fishing with cormorants. Choose one spokesperson for your group to give the report to the class.

Step 4. Debriefing: Have the spokesperson from each group read the story "When I Was In Japan" recorded earlier in the groups. Then, have each spokesperson give the report on "You Are a Master Fisherman". You may use the slide from the kit to help you.

FURTHER ACTIVITES: Have fun! Make a fish kite. Follow the directions on the handout.

RESOURCES: National Wildlife Federation Kit 1246.
Special Japan Issue, Ranger Rick's Nature Magazine, Nov., 1976, pp. 42-43.
Get acquainted Book for National Wildlife Challenge Kit-1, Japan-Land of the Golden Fish.
Challenge Book 4 - The Sacred Cranes, The Golden Fish

DEVELOPED BY: Lois Seibel

NIGHT DIVERS

One of the most unbelievable sights in Japan is fishing with cormorants. Fishermen take these big black birds out on a river and put them into the water to dive for fish. A metal ring around each bird's neck keeps it from swalling all but the smallest fish.

Fishermen in Japan and China have used cormorants for fishing since ancient times. Today it is done only as a tourist attraction.

On moonless summer nights groups of boats go out on the river. Up to 16 cormorants are perched along the rail on the sides of each boat. At the bow hangs a large metal kettle in which a bright fire burns. The light from the fire attracts schools of fish and allows the fishermen, and tourists, to see the birds.

When all is ready, the master fisherman grabs a harness attached to each bird and lowers the birds into the water. In his left hand the fisherman holds the reins which are attached to twelve birds.

The number two fisherman does the same but he usually has only four birds to manage. Another man in the boat is called the kako. He hits the side with a small bamboo pole. This seems to be the signal for the cormorants to set to work. They dive and dart quickly about as the fish come swimming toward the light of the fire. A fourth man in the stern navigates the boat.

The master fisherman is very clever indeed. He handles the reins with skill. Even though the birds swim swiftly to and fro, there is seldom any tangling. Of course, he has had many years of experience, and that is why he is the master fisherman.

When he sees a bird swimming about in a kind of helpless, foolish manner, holding its head and swollen neck erect, he knows that the bird's throat is filled with fish. The fisherman then pulls it toward the boat with the rein, grabs the harness and lifts the bird aboard. He forces the bill open with his left hand, at the same time still holding the reins of the other eleven birds. He squeezes out the fish and then puts the bird back into the water. He does it so quickly and expertly that the bird is back in the water before the other eleven birds can become tangled.

A cormorant usually catches four to eight fish on each trip into the water. A fast, experienced bird will average about 150 fish an hour. Since the fishermen stay out on the water about three hours, you can see that the best birds each catch around 450 fish in an evening.

Cormorants know their rank. The oldest bird is number one, or Ichi. He soon learns that he is put into the water last and taken out first. He is the last to be put into the bamboo basket which is used to carry him from the boat to his home.

When aboard the boat Ichi must always occupy the place of honor at the bow of the boat, a right he defends. The other birds sit behind Ichi according to their rank, on either side of the boat. If, for instance, number three should be put before number two, there is a terrible rumpus among the birds. What a noise they make!

In North America you can see cormorants along both the Atlantic and Pacific Coasts and along the Gulf of Mexico. A few may come inland at times to lakes and rivers. There are six kinds of North America and 30 kinds all over the world. They are all a dark color and have long, thin, sharply hooked bills. They have bare patches around their faces and throats. Usually these patches are bright yellow, orange or blue.

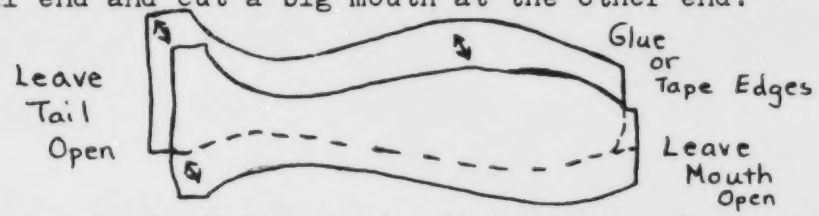
Cormorants are strong fliers. They fly with their necks outstretched and with a steady beat of their wings. On migration flights they usually fly either in a line or in V formation as wild geese fly.

Along many shores of North America you can see great numbers of these big, black birds. They sit on rocks, preening and spreading their wings to dry in the sun. At times some of them take off to dive for fish. You can see them squabbling over who gets the best nest sites or who sits on the highest rock. In many ways they act just like the fishermen's trained birds, except for one thing; Wild birds don't wear rings around their necks. They are free to swallow all the fish they want!

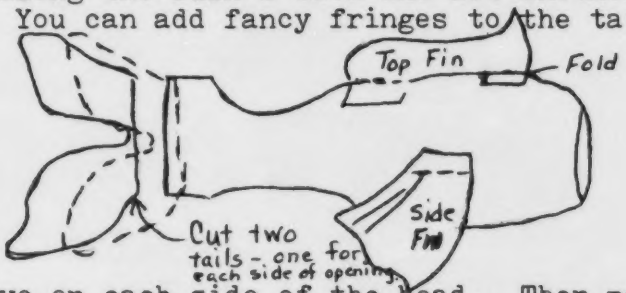
by Ruth Nugent

Fish Kite

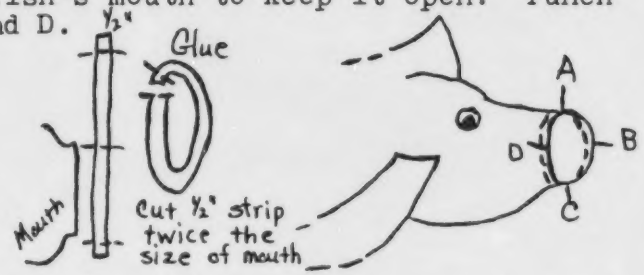
Cut two matching pieces of paper and glue them together along the top and bottom edges. Leave the body open at the tail end and cut a big mouth at the other end.



Paste a fancy fin along the fish's back and let another hand from its stomach. You can add fancy fringes to the tail, too.

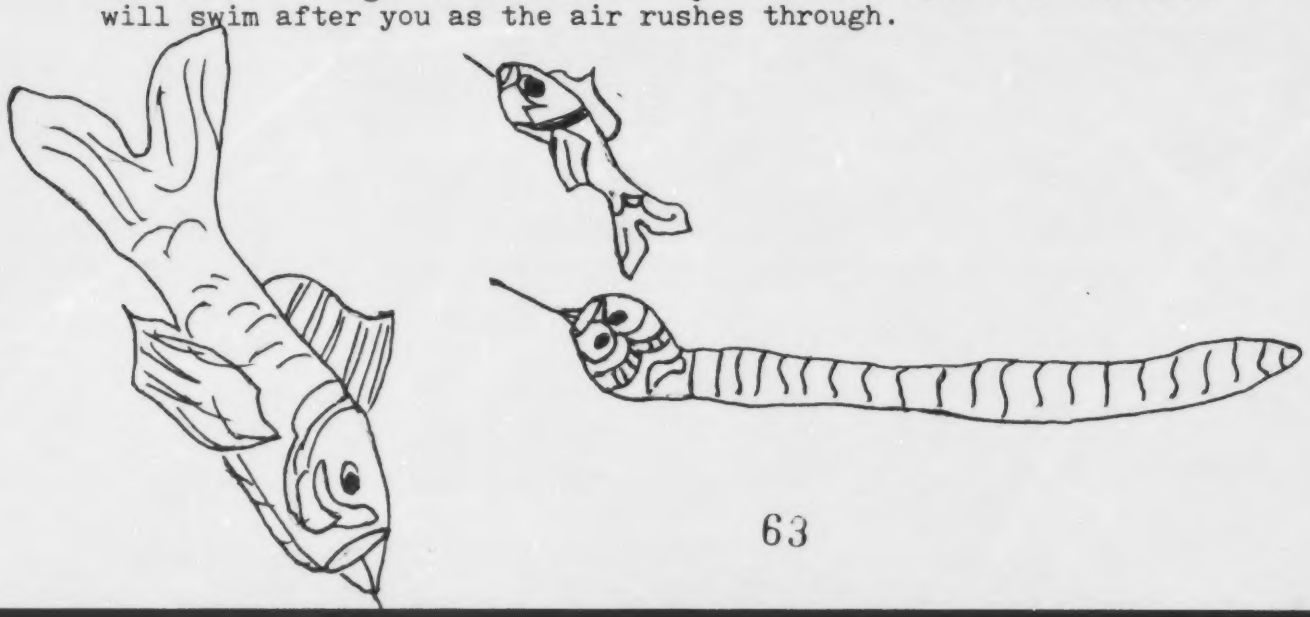


Draw a big black eye on each side of the head. Then paste a loop of stiff paper inside the fish's mouth to keep it open. Punch holes at points A, B, C, and D.



Run a 200mm (almost 8") string lightly from A. to B of that open mouth. Knot the string at each end so that it won't slip through the hole. Run a second 200mm string from C to D and knot each end.

Tie one long string (over one meter, about four feet) where the two short strings cross- and then you can run with it. The fish will swim after you as the air rushes through.



TITLE: Production and Specialization

INTRODUCTION: This activity is to help children understand what products are manufactured in Japan, to explain the relationship between productivity and interdependence of workers and to learn about the advantages and disadvantages of specialization and mass production with assembly lines.

OBJECTIVES:
To understand and be able to explain the relationship between productivity and interdependence of workers
To list and explain advantages and disadvantages of specialization and mass production with assembly lines
To understand the concept of what Japan can manufacture

GRADE LEVEL: 4-6

TIME: 2-3 class periods

MATERIALS: Materials such as books, pamphlets, encyclopedias, articles relating to manufacturing in Japan.

PROCEDURE:
Step 1. Read articles related to manufacturing in Japan.
Step 2. Each student or team of students will choose a different product that is manufactured in Japan.
Step 3. Detail all the jobs necessary for production of the product.
Step 4. An Assembly Line Experience (See next two pages for details).
Step 5. Debriefing - After the assembly line experience, discuss its benefits and drawbacks of mass production. Discuss advantages and disadvantages of an assembly line.

DEVELOPED BY: Shirley Huber

TITLE: Communication Destination: Japan

INTRODUCTION: Communication could emphasize satellites, telephones, mass media, film, computer development and technology, ad infinitum. One of the most deep-rooted means of communication has been that of letter writing. This exercise emphasizes direct, personal communication exchange through letter writing.

OBJECTIVES:
To initiate a free flow of ideas between people in the world
To decipher a message/letter from a person the student will hopefully get to know quite well.
To discover the ease of intercontinental communication by mail
To feel comfortable with intercontinental communications
To discover the importance of direct communication in understanding people of different backgrounds and cultures
To discover some of the problems of communication when there is not a common (native) language base

GRADE LEVEL: K-6

TIME: Several days, with long periods of time in between. Devote 15-30 minutes for each step.

MATERIALS: Pencil, pen, scratch paper, light-weight letter-writing parchment, envelopes, stamps of many types (current United States postage stamps), and a possible $1.00 per student (fee to secure a pen pal name).

PROCEDURE:
Step 1.
a. Have students write a first draft, then final copy of a letter to one of the listed agencies to attempt to secure a pen pal. (See Figure 1)
b. The student should address the letter, stamp it, and enclose the fee along with the details of what he/she hopes to have in a pen pal. (e.g. indicate Japan as the country in which you are interested, boy or girl pen pal, what age, etc.)
c. Mail and wait.

Step 2.
a. When a reply is received from the agency have students draft a letter to their pen pals. (See Figure 2)
b. Have students then write the final copy of the letters. Students may decorate their letter borders.
c. Address envelopes, attach stamp, mail, and wait.

FOLLOW UP: Share letters, stamps, pictures, etc. in class preferably in an ongoing basis as all students will not likely have responses "by a given day".

FURTHER SUGGESTIONS: To stimulate further interest in direct communications, students can simulate a long distance phone call between different parts of the world. Use the telephone book to get the country code #. Familarize students with the direct-dial overseas connection (International Access Code 011). Bell Telephone has a suitcase teaching phone set that may be obtained at the local business office for such purposes.

SOURCE: Encyclopedia of Associations

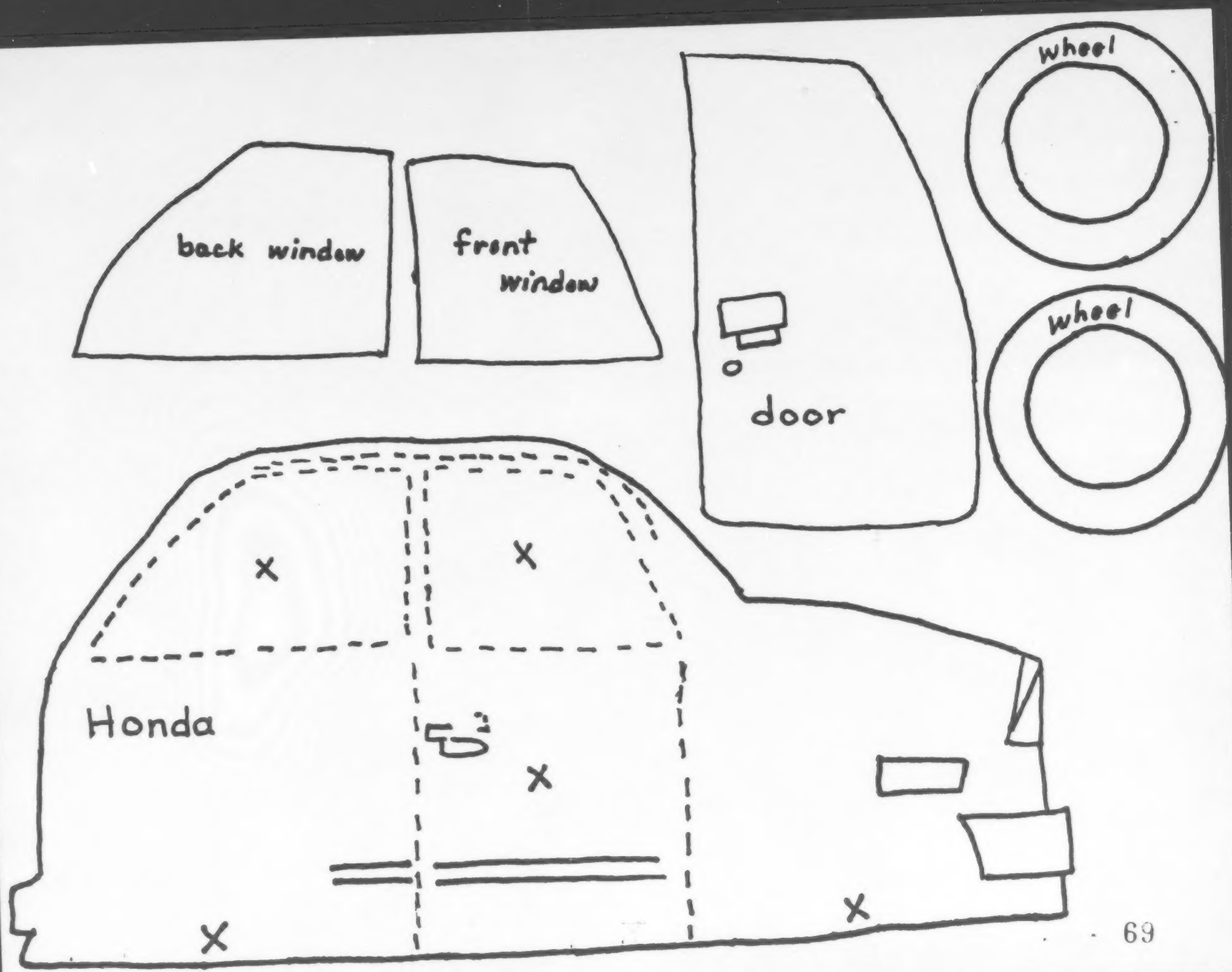
DEVELOPED BY: Renee Cooke Jesness

PROCEDURE FOR AN ASSEMBLY-LINE DEMONSTRATION, PAPER AUTOMOBILES

This demonstration involves a race between six non-specialized teachers, each of whom produces a complete paper automobile by gluing pre-cut paper parts to a pre-cut paper body, and six specialized teachers who produce a similar vehicle on an assembly-line basis. (Four-man teams may also be used.) The objective is to demonstrate the advantages of specialization in terms of output. An alternative objective, in case the assembly-line group does not win, is to open a discussion on problems of interdependence, coordination, etc., in a specialized society. The demonstration takes about ten minutes and is fun. Other possible assembly line projects could include origami - Japanese word for paper folding of any product manufactured in Japan.

Materials Required: Two work tables, ten chairs, a blackborad or wall on which to display the finished cars, two or more dispensers with cellophane tape, Elmer's glue, pre-cut paper parts for 50 automobiles: e.t., 50 bodies, 50 doors, 50 rear windows, 50 front windows, 100 wheels. These should be prepared from typing paper in contrasting colors and according to the illustration on the next page. It helps to ditto or mimeograph X marks on the bodies to assist in locating the glued-on parts.

Procedure: Select volunteers, show them how the finished car will look, divide the parts between the two teams. The non-specialists will each finish a complete car and will fasten it to the board. The tasks performed by the specialists will probably be as follows: (1) door gluer; (2) front wheet gluer; (3) rear wheel gluer; (4) front window gluer; (5) rear window gluer; (6) displayer. Allow enough time - it takes a while for the first car to reach the end of the line and this gives the non-specialists an advantage in a short race.


back window
front window
door
wheel
wheel
Honda

TITLE: The World's Eastern Industrial Giant

INTRODUCTION: Today, Japan is the world's leading producer of automobiles. It ranks second in the world in Gross National Product (G.N.P.). Japan's industrial progress after World War II has been phenomenal. A unified people, the absence of a military burden, strong research and development programs, and the development and use of industrial robots all have contributed to Japan's economic success and will continue to brighten the economic outlook for Japan's future.

OBJECTIVES:
To recognize Japan as a world industrial giant by identifying Japan's leading industries.
To identify the major reasons for Japan's industrial and economic progress after World War II.
To understand the inverse relationship between productivity and arms production by class participation in activity.

GRADE LEVEL: 3-4

TIME: 45-60 minutes

MATERIALS: 100 Dixie Cups
2 gallons Kool-Aid or iced tea
4 half-gallon plastic pitchers
Paper towels
25 4-6 ounce paper cups
Filmstrip: The New Japan: Asia's Industrial Grant, or any filmstrip dealing with recent industry in Japan.

PROCEDURE:
Step 1. Introduce Japanese industry by discussion of its leading industries and its status as a world industrial giant.
Step 2. Show film entitled The New Japan: Asia's Industrial Giant.
Step 3. Conduct class debriefing discussion of film emphasizing the reasons behind Japan's industrial and economic progress.
Step 4. Explain to students the rationale for the Japan-United States mutual defense treaty and the policies of that treaty.
Step 5: Divide class into four groups by using counting-off method. Have groups form a circle with their desks.
Step 6. Assign groups a country. In this activity use Japan and the United States (for purposes of mutual defense treaty understanding) and two other countries of the world (China and France).
Step 7. Explain to groups that they represent the industrial segment of their country (including the arms industry). Explain that since Japan's constitution forbids rearmament they really don't have much of an arms industry.

Step 8. Distribute Kool-Aid, cups, and paper towels to groups as follows.

Japan	United States
2 paper towels/person	2 paper towels/person
5 Dixie Cups/person	5 Dixie Cups - 3 people
1 pitcher-Kool-Aid	4 larger cups - 3 people
	1 pitcher-Kool-Aid

China	France
2 paper towels/person	2 paper towels/person
5 Dixie Cups/4 people	5 Dixie Cups/5 people
4 larger cups/2 people	4 larger cups/1 person
1 pitcher-Kool-Aid	1 pitcher-Kool-Aid

Step 9. Explain that students with Dixie Cups represent domestic industry (auto, steel, shipbuilding, etc.) and those with larger cups represent arms or military industry.

Step 10. Explain that the Kool-Aid is the economic resource needed to produce these various industrial products. Dixie Cups represent domestic industrial products and the larger cups represent missiles.

Step 11. In a 3 minute time period the students pass the Kool-Aid around their circle filling one cup at a time.

Step 12. At end of 3 minute time period - tally total domestic and military products for each country on chalkboard.

Step 13. Drink Kool-Aid, debrief discussion, and clean up.

DEBRIEFING:

1. Who produced the most domestic products? Why?
2. Who produced the most missiles? Why?
3. How did countries feel that had to share economic resources for both military and domestic production?
4. What relationship between arms production and domestic production did you find?
5. What would happen to Japan's productivity if it increased its arms production?

FOLLOW UP:

1. Have students compile a list of all Japanese products their family possesses.
2. Have students find articles on Japanese industry and compile a bulletin board for classroom.

SOURCE: Original activity

DEVELOPED BY: John Swanson

d'Echanges Scolaires. **Convention/Meeting:** biennial.

★13596★ INTERNATIONAL FRIENDSHIP LEAGUE (Correspondence) (IFL)
22 Batterymarch St. Phone: (617) 523-4273
Boston, MA 02109 Edna R. MacDonough, Exec.Sec.
Founded: 1948. **Members:** 1,000,000. **Staff:** 8. International correspondence society to match Americans of all ages with "pen pals" in 139 countries and territories. Sponsors speakers bureau for junior high, high school, college and university students. Maintains small library on foreign countries. Sponsors competitions; children's services and research programs. **Committees:** Fund Raising Benefit; Volunteer; Women's. **Publications:** Newsletter, irregular.

★13597★ LEAGUE OF FRIENDSHIP (Correspondence) (LF)
P.O. Box 509 Phone: (614) 392-3166
Mt. Vernon, OH 43050 Dorothea Snack, Exec.Sec.
Founded: 1954. **Staff:** 3. Not a membership organization. "To help promote sympathy and understanding between the peoples of the world and world friendship through correspondence." Supplies names of foreign pen-pals to students, scout groups, language classes (for ages 12-25). Charges one dollar for services, with a stamped, self-addressed envelope.

★13598★ LETTERS ABROAD (Correspondence) (LA)
209 E. 56th St. Phone: (212) 752-4290
New York, NY 10022 Frederick M. Winship, Pres.
Founded: 1952. **Staff:** 1. To promote understanding between the people of the U.S. and those in other countries, through the exchange of letters. Overseas names supplied to Americans over 16 years of age; stamped and self-addressed envelope requested.

★13599★ STUDENT LETTER EXCHANGE (Correspondence) (SLE)
RFD No. 4 Phone: (507) 835-3220
Waseca, MN 56093 R. C. Mishak, Gen.Mgr.
To build better international goodwill through "pen pal" correspondence between young people (10-19) in the U.S. and 50 other countries. All correspondence is in English. There is a charge of 65 cents per name.

★13600★ VOICESPONDENCE CLUB (Correspondence)
c/o Howard W. McClelland
Box 259 Phone: (215) 678-6296
Trexlertown, PA 18087 Howard W. McClelland, Sec.
Founded: 1953. **Members:** 500. **Staff:** 2. Blind and sighted persons who own or have access to a tape recorder. Promotes the exchange by means of tape recordings of ideas, conversation, music and copies of phonograph records. Cooperates with Tarver Memorial Fund to assist blind and handicapped people to buy recorders, supplies and instructional material. **Publications:** (1) The Voicepondent (in print and on tape), quarterly; (2) Directory, (in print and on tape), annual with three supplements (listing members, addresses, occupations, languages spoken, recorded data and interests). **Formerly:** Wirespondence Club.

★13601★ WORLD PEN PALS (Correspondence) (WPP)
1690 Como Ave. Phone: (612) 647-9566
St. Paul, MN 55108 Christine Raymond, Sec.
Founded: 1950. **Staff:** 1. Clearinghouse for 40,000 young people ages 12-20 in the U.S. and 150 countries and territories who exchange letters to promote international understanding and friendship. Charges one dollar for individuals; offers special group rates. **Publications:** Write In There (pen-pal newsletter), annual. **Absorbed:** (1972) International Institute of Minnesota. **Formerly:** Children's Plea for Peace.

★13602★ WORLDWIDE TAPETALK (Correspondence) (WWTT)
35 The Gardens
West Harrow, Middlesex HA1 4HE, England Charles Leslie Towers, Sec.
Founded: 1961. **Members:** 500. **Staff:** 12. Individuals interested in the forming of worldwide friendships by verbal communication. Uses the medium of the tape recorder, with the aim of better understanding between the common peoples of all nations. Conducts dialect survey, round-robin discussion groups, tape/slide presentations, movies with commentaries. Maintains library of tapes including music and documentaries. **Publications:** (1) Directory of Tape Stations, 3/year; (2) Sound Advice, 3/year; also publishes Tips for Tapespondents.

BEST COPY AVAILABLE

Haikei (Pen pal's Name) Sama,
Dear

sign of respect for male or female, similar to Mr. or Mrs.

Body of letter ———

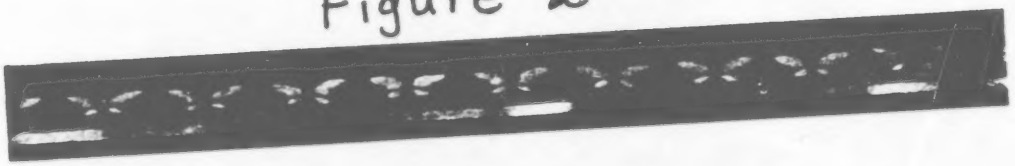
———

———

———

Keigu, Your American Penpal,
Sincerely
(Student's Name)

Figure 2



TITLE: Transportation and Communication in the United States and Japan

INTRODUCTION: Japan's highly efficient systems of transportation and communication have enabled the nation to make great progress in recent years.

OBJECTIVES:
To compare and contrast communication and transportation in the United States and Japan

GRADE LEVEL: 3-5

TIME: Three to four class periods

MATERIALS: Large pieces of paper, construction paper, overhead or opaque projector, marking pens, patterns of telephones, cars, trains, planes, televisions, radios, newspapers, books; current reference books, encyclopedias, world almanac.

PROCEDURE:

Step 1. Students will work in groups and make large maps of the United States and Japan which will be hung on two large bulletin boards or walls. An overhead or opaque projector may be used.

Step 2. Following discussion about means of transportation and communication and their importance, students will be divided into two groups. One group will concentrate on researching transportation in the United States and Japan and the other will research means of communication in the United States and Japan. They are to find the following information about each country (See attached sheet).

- Number of motor vehicles in use
- Railroad passenger miles per year
- Airline passenger miles per year
- Number of television sets in use
- Number of radios in use
- Number of telephones in use
- Daily newspaper circulation
- Literacy rate

Subdivisions within the two groups will be made. Students may sign up for the area they are most interested in researching. They may work in pairs or small groups.

Step 3. After the information has been compiled students will portray the information on the maps by making small cut-outs to represent the area of communication or transportation for which they are responsible. For example,

cut out planes and place one for every hundred on the appropriate country. (Some students may need guidance with the division involved.) This will provide students with graphic representation which will mean more than mere numbers. The numbers should also be included on a chart near the sides of the map. A legend should be included to indicate the number each symbol represents.

FOLLOW UP: Assign students to find magazines and newspaper articles about transportation and communication in Japan and the United States and pictures of the forms of transportation and communication of both countries.

EVALUATION: Teacher evaluation of interest and participation of the students, ability to locate information and work together in groups. Evaluation of ability to make inferences, hypothesize and draw conclusions based on the information procured.

FURTHER SUGGESTIONS: Students could compile all the information on a graph.

SOURCES: Studying Modern Japan by Churchill and Churchill. Adapted from Ditto 25 published by J. Weston Walch, publisher, Box 658, Portland, Maine, which is attached.

DEVELOPED BY: Carol King

NAME_____ DATE_____

JAPANESE TRANSPORTATION AND COMMUNICATION

Japan's highly efficient systems of transportation and communication have enabled the nation to make great progress in recent years.

Begin this project by completing the following comparison chart. Use the most up-to-date reference figures available for this information. The World Almanac is a good reference choice.

	Japan	Your Country
Population		
Motor vehicles in use		
Railroad-passenger miles per year		
Airline-passenger miles per year		
Number of TV sets in use		
Number of radios in use		
Number of telephones in use		
Daily newspaper circulation		
Literacy rate		

Refer to the above chart. Name a transportation form that is more important in Japan than it is in your country:_____. Read one or more encyclopedia articles or sections from books that cover Japanese transportation. As you read, list three or four facts in the space following that help to explain the importance of the transportation form you listed above.

Move ahead in your reading to the sections dealing with communication in Japan. Isolate facts about Japanese communication that have a bearing on one or more of the communication comparisons in the above chart. List three or four such facts below. Be sure the facts you list help explain the figures in the comparison chart.

TITLE: Transportation In Japan

INTRODUCTION: Transportation is very important to an industrialized nation like Japan. If a country manufactures many goods they need to be able to transport them from the country for trade with other countries. The United States, as well as other countries, does a considerable amount of trading with Japan.

OBJECTIVES:
To compare the use of roads, railways, airlines, and seaports to other countries
To recognize the difficulty of building roads and railroads in Japan
To understand the necessity of transportation for a great industrial nation

GRADE LEVEL: 4-6

TIME: 60-90 minutes

MATERIALS: Resource books, map of Japan, colored pencils

PROCEDURE:
Step 1. a. Group students three to five to a group so there are at least four groups.
b. Arrange the groups about the room.
c. Have each group draw for a topic (cars, trains, airplanes and ships).
d. Give students one period to research their topic and record the information.
Step 2. During the second class period discuss what each group reports about its topic.
Step 3. Point out to students anything they overlooked which you think is important.
Step 4. Give each student a map of Japan, colored pencils, and instructions.
Step 5. Let students work as a group or in pairs to complete the map according to the instructions.
Step 6. Display the maps for observation and discussion.

FOLLOW UP:
1. Ask them to find pictures of the bullet train.
2. Find articles in magazines or newspapers about Japanese transportation. Post them.

SOURCES: Studying Modern Japan, 26 Spirt Masters by E. Richard Churchill and Linda R. Churchill

DEVELOPED BY: Joan Whetham

On the map of Japan:

1. Label the four main islands.
2. Mark the major railroads in red.
3. Put in the major ports, mark X.
4. Label the international airports O.